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AUTHOR Wei, Wei
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ABSTRACT

A survey of 136 science faculty, graduate, and undergraduate students, and focus group interviews, provided perceptions and input to be used to rethink the science library's organizational structure and services. Users felt the following to be important library services: consulting the Melvyl databases; borrowing books; interlibrary loan services; using photocopy machines; consulting library materials; receiving help at the Reference Desk, especially in the evenings and on weekends; checking out reserve materials; using the library as a place to study; and consulting UNIX. Important future services include finding articles on specific research topics; instruction on the Melvyl databases and electronic resources of the Cowell Room; electronic mail reference questions and notifications of overdue books, recalls, and holds; electronic reserves; placing holds from the online catalog; and ordering all needed materials through any Melvyl databases. Six focus groups interviews were conducted, and responses are provided for each focus group on 12 unstructured questions. Data is presented in 44 figures. Ten appendices include statistical results and a summary of suggestions from each survey group, a list of focus group questions, and summaries of each focus group interview. (MAS)

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Science Library
User Survey Report
University of California, Santa Cruz

Wei Wei

Prepared for the UCSC Science Library
September 1994

IR 017 034

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I would like to thank all the Science Library staff for their feedback and input on this survey project as well as those who faithfully distributed survey questionnaires at both Circulation and Reference Desks.

Many Science Library student assistants helped me with the study. I mention those who come to mind as being especially helpful and apologize to several I have probably omitted. Samantha Chen participated in mailing and distributing questionnaires to faculty and graduate students. Winnie Poon carried out coding and data entry tasks.

I would like to thank Randy Nelson, Director of UCSC Institutional Research and Kay Wilder, Administrative Analyst of UCSC Planning and Budget for their suggestions and comments on the list of interview questions designed for the focus group study, the second part of user survey.

Extremely important contributions to the focus group interviews were made by two facilitators, Bill Proudfoot and Eliza Lau, whose patience, and listening and communication skills yielded successful results.

I wish to thank Eliza Lau, a student from the UCSC Psychology Field-Study Program, for her hard work including many difficult tasks, especially marketing and recruiting students for the focus group interviews as well as transcribing the interview tapes and producing many statistical charts.

Irene Reti invested considerable time and effort performing data entry tasks, compiling and preparing all summaries of suggestions from the surveyed population and summaries of focus group interviews, and typing and re-typing the manuscript. Bringing this report to the public would not have been possible without her patience and generous support.

This survey study and report were made possible through the support of Victoria Welborn, Head of the Science Library, who gave me the time needed for the research and writing as well as the professional freedom and encouragment needed to undertake such a project. Also I wish to thank Allan Dyson, University Librarian, for providing me with the funding needed to support the focus group study.

Finally, I cannot fully convey my appreciation for those dear colleagues who have given me the moral support and encouragment I needed throughout the entire study and especially in times of difficulty.

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   I. A List of Focus Group Interview Questions
   J. Summaries of Each Focus Group Interview

INTRODUCTION

Background and Purpose

Over the past two years, the Science Library has held many discussions focused on "rethinking" its organizational structure and services. Using existing staff, the Science Library is attempting to create a new organizational structure which is non-bureaucratic, flexible, and user oriented. The idea of merging service points, the examination of issues related to the changing role of science librarianship, and implementation of electronic reserves are examples of this on-going process.

The perceptions and input from Science Library users are essential during this process of "rethinking" and change. It is important to know who the users are, what their information needs are, and how they feel about the Science Library's services and its collection, including both printed and electronic information resources. With this intent, the Science Library decided to conduct a user survey.

Methods and Procedures

The survey of Science Library users consisted of two parts—a survey questionnaire and focus group interviews.

1. Survey questionnaire

At the beginning of the study, a Science Library User Survey Task Force was established to determine the hypotheses of the study and design a survey questionnaire. Its tasks included developing a methodology for the study; determining whether sampling methods would be used and what a valid sample size would be, if a sampling method was to be used; determining the length of the survey period, what an acceptable "return" rate would be, what a valid method for distributing and collecting completed survey forms would be, and determining what level and amount

of staffing might be needed to distribute the forms; and finally collecting the forms, performing data entry tasks, and analyzing the data.

When the survey questionnaire was designed, the coded questionnaires were distributed to users at the Science Library main entrance as well as at its Circulation and Reference Desks on the survey days (between March 7 and May 31), which were randomly selected. Along with the in-house distribution, a copy of the questionnaire was also mailed to all science graduate students and faculty. Survey data were collected, data entry tasks were performed, and a statistical analysis was carried out.

2. Focus group interviews

The combining of quantitative research (survey questionnaires) with qualitative research (focus group interviews) was intended to achieve the goal of producing accurate results. The method of focus group interviews was used to retrieve in-depth information concerning users' beliefs, perceptions, and attitudes about a certain subject.

Before designing the hypotheses and a list of questions for the focus group interviews, feedback from the Science Library staff and librarians was collected. When the interview questions were finalized, the decisions on who, how, and where to conduct the interviews were made. The UCSC Institutional Research Office was consulted and two "outside" people were hired to facilitate the focus group interviews. Five hundred dollars was funded by the University Library to support the research. A great amount of work and attention were given to market and recruit the students for the group interviews. The marketing and recruiting strategies for this study included distributing the announcements, sending email messages to the students, calling special campus offices for help, and talking to individuals in the library, their department buildings, offices, and labs. The focus group interviews were scheduled and taped with the permission of the participants; later the audio tapes were converted into transcripts for a statistical analysis.

Sample (focus group interviews)

The first decision addressed was whether the group composition was to be basically heterogeneous or homogeneous. Research literature suggested that focus groups should be homogeneous. Homogeneous panels could be easily organized; yet, at the same time, it was understood that "no absolute heterogeneity or homogeneity exists in groups"[1]

As a result, six groups (56 individuals) of science students (men and women) were interviewed. Two groups consisted of graduate students; three groups consisted of minority and international students; and one group consisted of undergraduate students. A group of male and female science faculty (15 people) was interviewed individually.

SUMMARY OF FINDINGS

Survey Questionnaire

A. Faculty and Academic Staff

A total number of 136 (110 (81%) from mailing and 26 (19%) from in-house distribution) questionnaires were returned from science faculty and academic staff. The library mailed 202 questionnaires to the faculty. One hundred and ten of them were returned representing a response rate of 54%.

1. Background Information

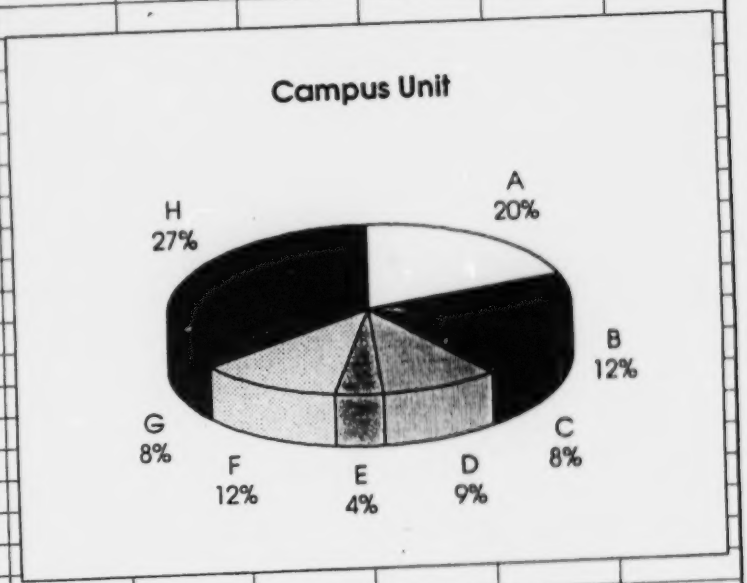
Among 136 surveyed faculty and academic staff, 20% were from Biology and Biochemistry; 12% were from Chemistry; 12% were from Natural Sciences; 8% were from Physics; 9% were from Earth Sciences; 8% were from Computer Science and Engineering; 4% were from Marine Science and

[1]Templeton, J. F., *Focus Groups*, Chicago, Ill.: Probus Pub. Co., 1987, p. 174.

27% were from other departments including Astronomy, Environmental Studies, Mathematics, and Science Communication.

Background Information
Faculty/Academic Staff

	# of Responses
A	30
B	18
C	13
D	14
E	6
F	18
G	12
H	42
Total:	153



Note:
A = Biology/Biochemistry
B = Chemistry
C = Computer Science and Engineering
D = Earth Sciences
E = Marine Sciences
F = Natural Sciences
G = Physics
H = Other (Astronomy, Environmental Studies, Mathematics, etc.)

Figure F1

Eighty-five percent of the respondents said that they used the resources of the Science Library; 38% used the library two or more times a week; 33% used it once a week; 15% used it once every two or three weeks; and 7% used it once a month.

2. Library Use

Among 136 surveyed faculty and staff, 93% received individual assistance at the Science Reference Desk, 59% at the Circulation Desk, and 4% in the Cowell Room. Thirty-four percent used printed instruction in the library; and 21% said that they got help from friends or colleagues.

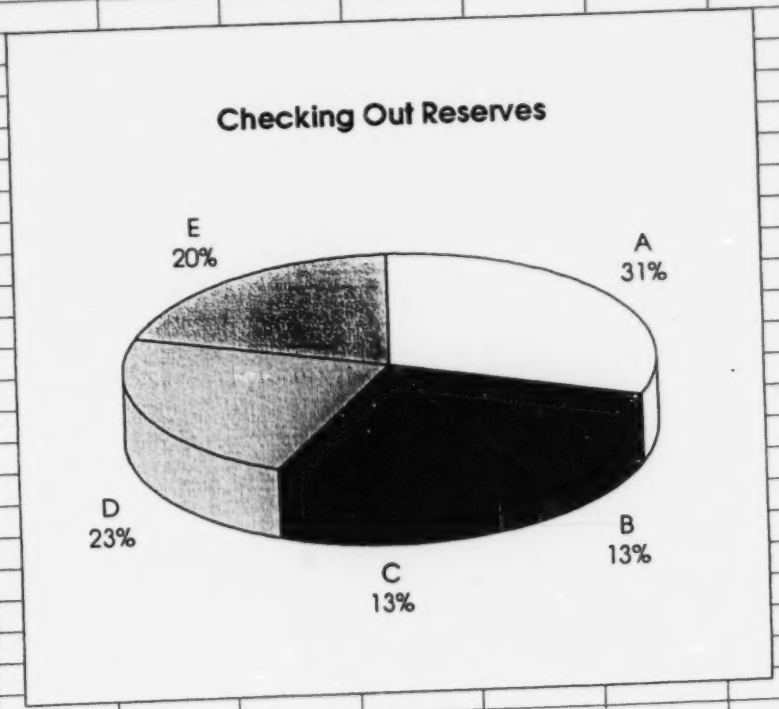
Twenty percent of the respondents ranked checking out reserve materials as extremely important. However, 74% ranked borrowing books extremely important. Sixty-three percent didn't think study rooms were important; 62% ranked using Interlibrary Loan Service extremely important; and 60% thought using photocopy machines was extremely important. Thirty-four percent felt receiving help at the Reference Desk was extremely important, while 11% ranked receiving help at the Reference Desk during the evenings extremely important; 10% indicated that receiving help at the Reference Desk during the weekends was extremely important. Forty-seven percent ranked consulting library materials extremely important and 75% marked consulting Melvyl to be extremely important; but 12% said consulting Unix was extremely important. Fifteen percent felt that using the library as a place to study was extremely important.

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	# of Responses
A	37
B	16
C	16
D	28
E	24
Total:	121



NOTE:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

* Unanswered: 15

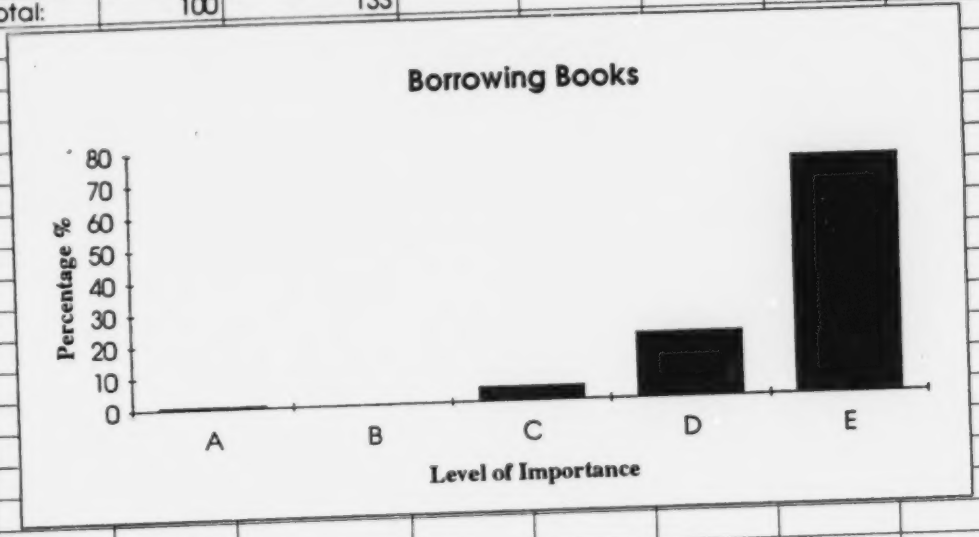
Figure F2

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	1	1
B	0	0
C	5	6
D	20	27
E	74	99
Total:	100	133



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

* Unanswered: 4

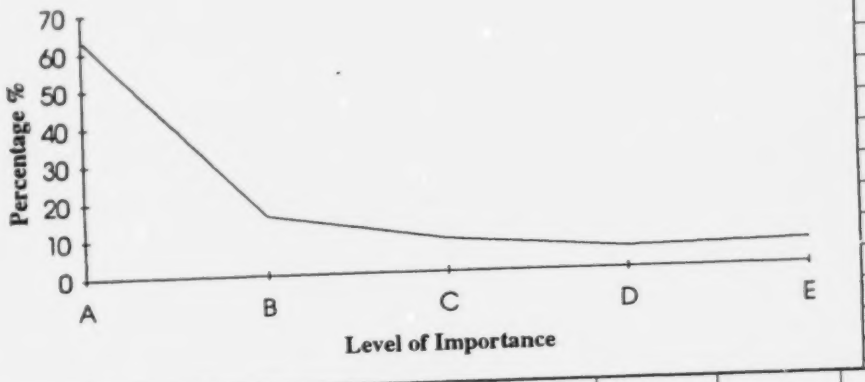
Figure F3

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	63	80
B	16	20
C	9	11
D	6	7
E	6	8
Total:	100	126



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

* Unanswered: 10

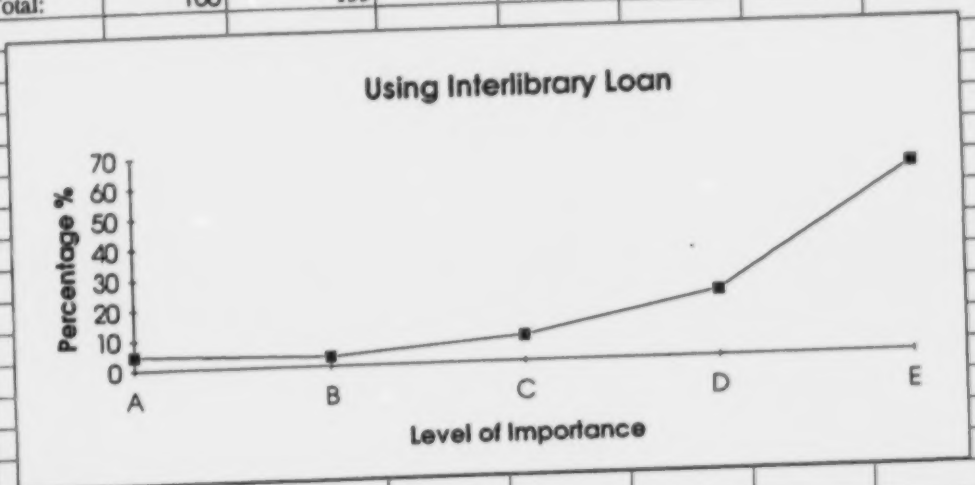
Figure F4

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	5	6
B	3	4
C	8	11
D	22	29
E	62	83
Total:	100	133



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

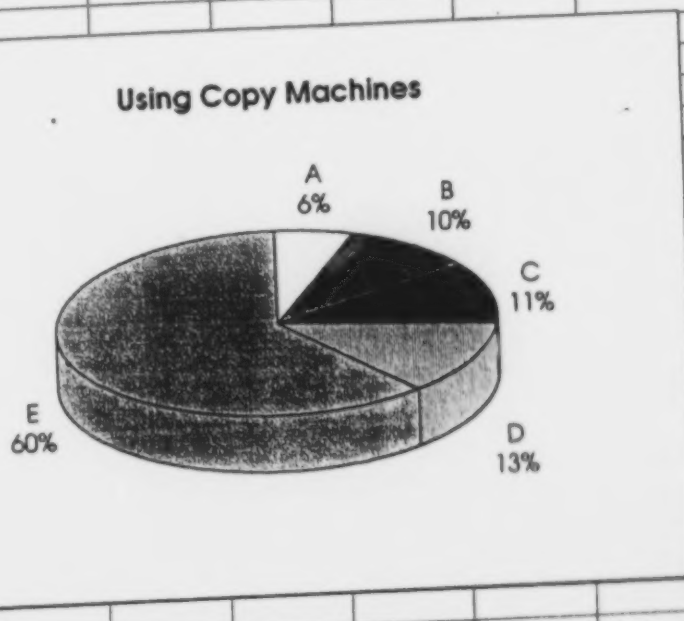
* Unanswered: 3

Figure F5

Library Use -- Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	# of Responses
A	8
B	13
C	14
D	17
E	80
Total:	132



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

* Unanswered: 4

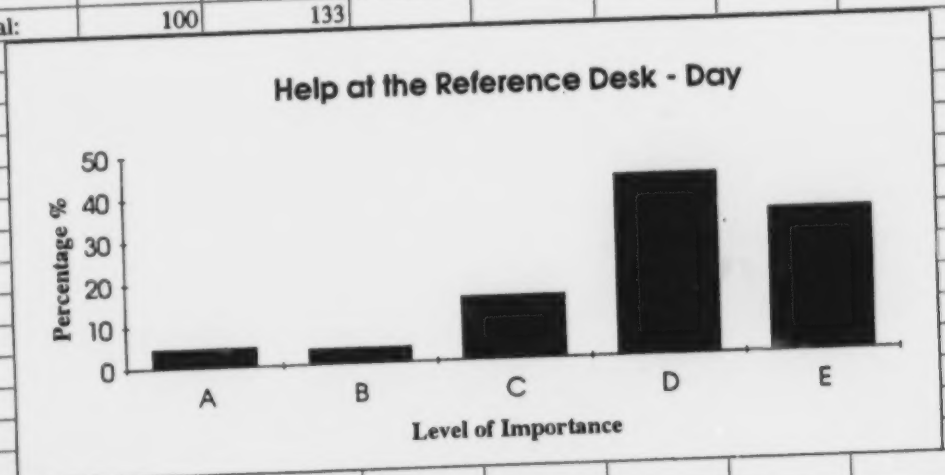
Figure F6

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	5	6
B	4	5
C	15	20
D	43	57
E	34	45
Total:	100	133



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

* Unanswered: 5

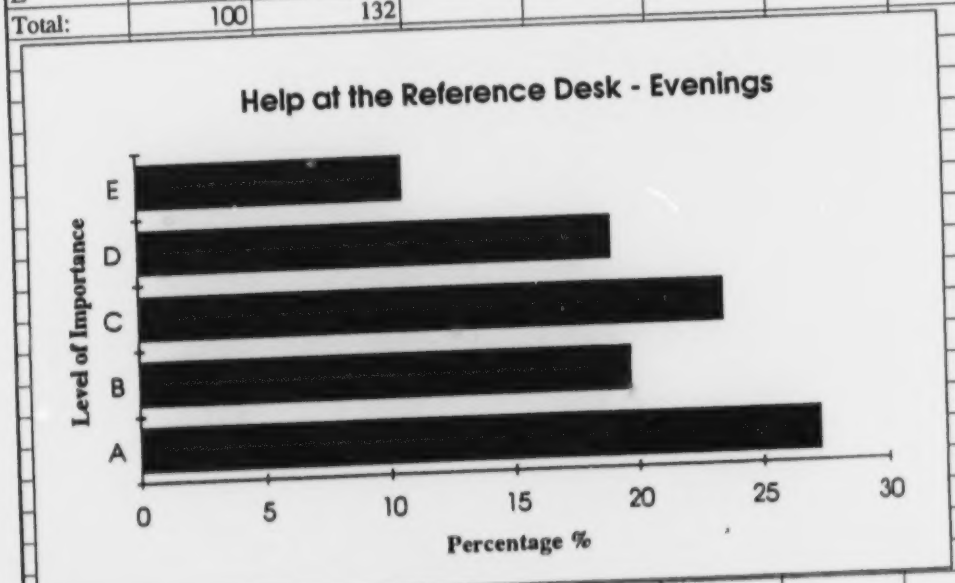
Figure F7

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	27	36
B	20	26
C	23	31
D	19	25
E	11	14
Total:	100	132



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

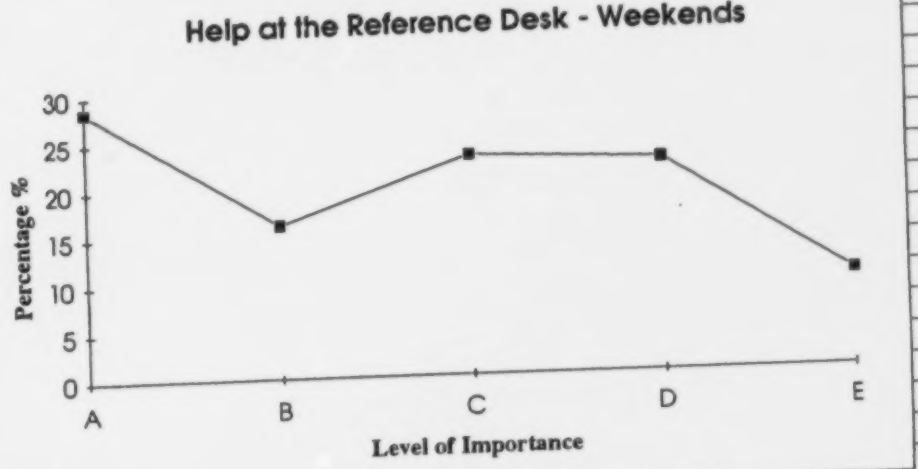
* Unanswered: 5

Figure F8

Library Use
Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	28	37
B	16	21
C	23	30
D	22	29
E	10	13
Total:	100	130



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extremely important

* Unanswered: 6

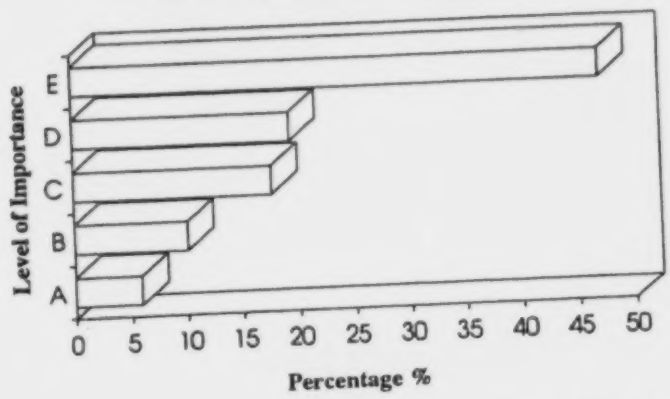
Figure F9

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	6	7
B	10	12
C	18	21
D	19	23
E	47	56
Total:	100	119



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extrememly important

* Unanswered: 17

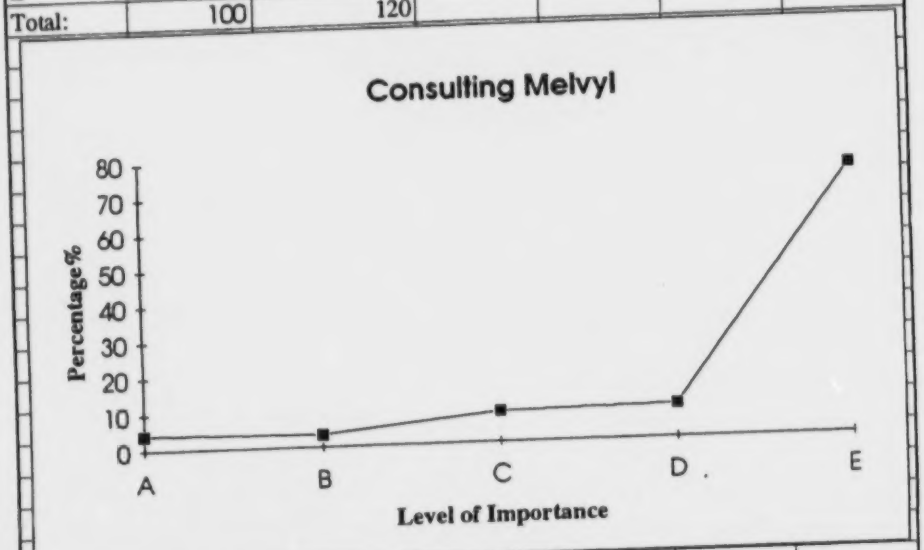
Figure F10

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	4	5
B	3	4
C	8	10
D	9	11
E	75	90
Total:	100	120



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extrememly important

* Unanswered: 6

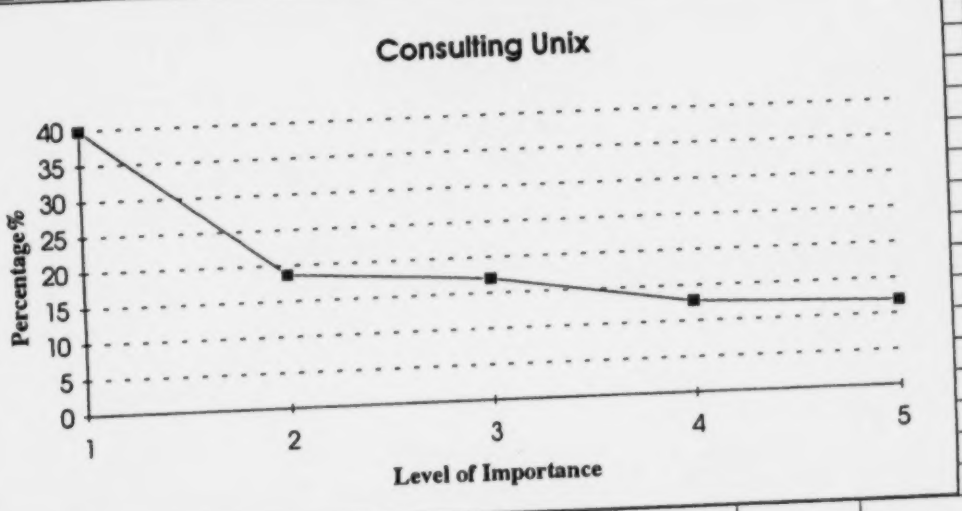
Figure F11

Library Use

Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	40	47
B	19	22
C	17	20
D	13	15
E	12	14
Total:	100	118



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extrememly important

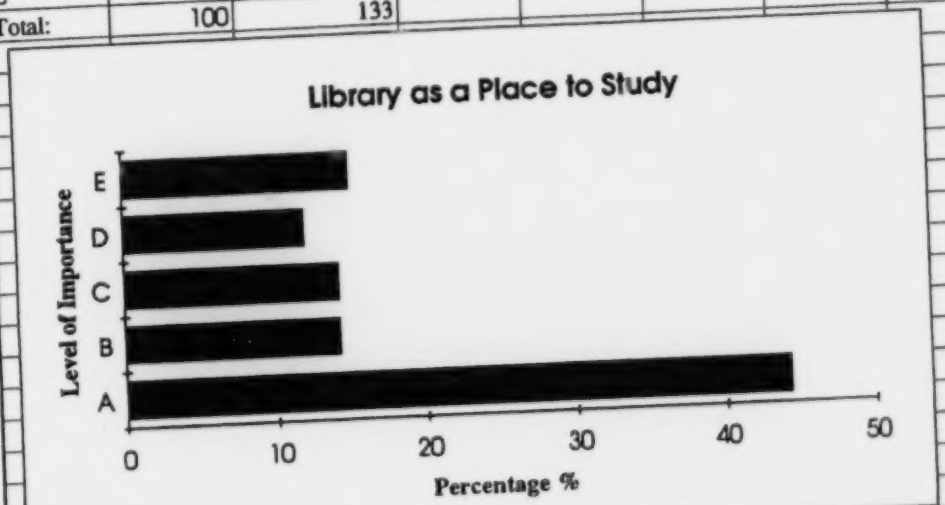
* Unanswered: 18

Figure F12

Library Use
Faculty/Academic Staff

2. Please rank the following services or facilities for their importance to you.

	Percentage	# of Responses
A	44	59
B	14	19
C	14	19
D	12	16
E	15	20
Total:	100	133



Note:
A = Not important
B = Somewhat important
C = Moderately important
D = Important
E = Extrememly important

* Unanswered: 3

Figure F13

3. Future Library Use

Among 136 surveyed faculty and staff, 29% said that in the future, it would be most helpful if the library provided instruction on how to find periodical articles on their research topics; 32% would like to have instruction on the Science Library Cowell Room electronic resources; 40% would like to have in-depth instruction on Melvyl databases; 49% would like to get assistance from reference librarians at the Science Reference Desk.

Of the surveyed faculty and staff, when asked which of the following kinds of new services would be the most helpful to them in the future, 57% wanted answers to reference questions through electronic mail; 63% wanted ordering all needed materials through any Melvyl databases; and 64% wanted notifications of overdue books, recalls and holds through electronic mail.

(For detailed information and other comments, please see Appendices A and B)

B. Graduate Students

The population of UCSC graduate students is 513, according to the 1993 UC Santa Cruz Enrollment Fact Sheets. Two hundred and eleven questionnaires (72% from mailing and 28% from in-house distribution) were returned representing a response rate of 41%.

1. Background information

Among 211 surveyed graduate students, 21% were from Chemistry; 17% were from Computer Science and Engineering; 13% were from Biology and Biochemistry; 16% were from Earth Science; 9% were from Marine Science; 10% were from Physics; and 14% were from the other departments including Mathematics, Environmental Studies, and Astronomy.

Background Information							
Graduate Students							
Board of Studies	Bio/Biochem	Chemistry	Comp.Sci&Eng	Earth Sci	Marine Sci	Physics	Other
Number of responses	27	45	36	34	18	21	30
Total	211						

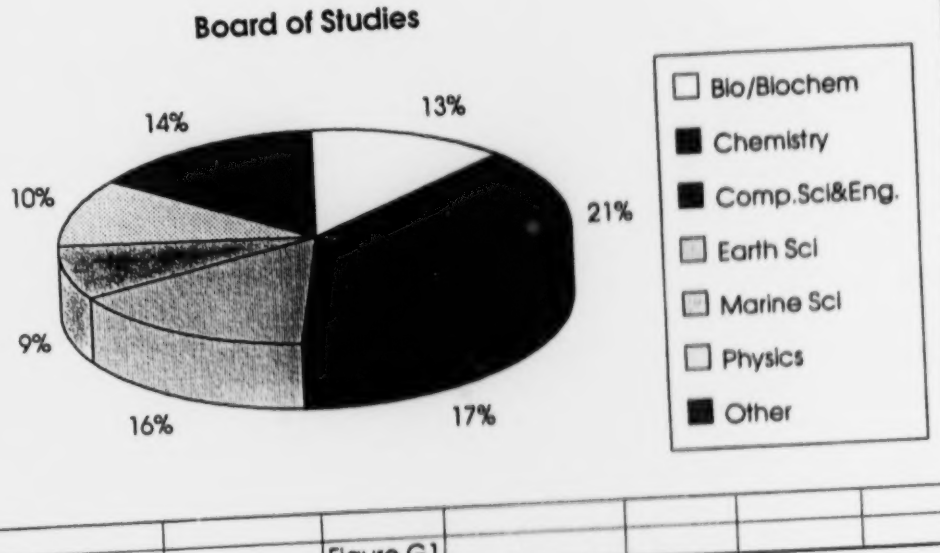


Figure G1

One hundred percent of graduate students said that they used the resources of the Science Library; 50% used the library two or more times a week; 21% used it once a week; 18% used it once every two or three weeks; and 10% used it once a month.

2. Library Use

Among 211 surveyed graduate students, 87% received individual assistance at the Science Reference Desk; 80% at Circulation; and 15% in the Cowell Room. Eighty-three percent used printed instruction in the library and 38% stated that they got help from friends or colleagues.

Twenty-three percent of the respondents said that checking out reserve materials was extremely important; 67% ranked borrowing books as

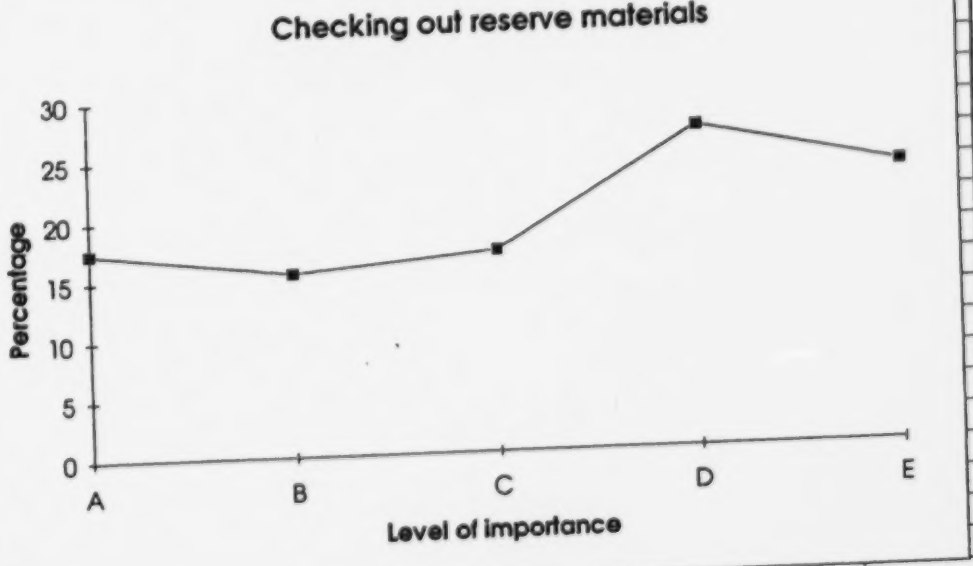
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extremely important; 31% felt that study rooms were not important; 57% marked using Interlibrary Loan Service to be extremely important; 57% stated using photocopy machines was extremely important; 24% said receiving help at the Reference Desk was extremely important; 20% ranked receiving help at the Reference Desk during evenings extremely important; and 19% ranked receiving help at the Reference Desk during weekends extremely important. Forty-six percent considered consulting library materials to be extremely important. Sixty-five percent stated that consulting Melvyl was extremely important, while 36% indicated that consulting Unix was not important. Twenty-five percent thought that the library as a place to study was extremely important.

Library Use
Graduate Students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	17	15	17	27	23
Number of Responses	35	31	34	54	47



Note
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered : 6

Figure G2

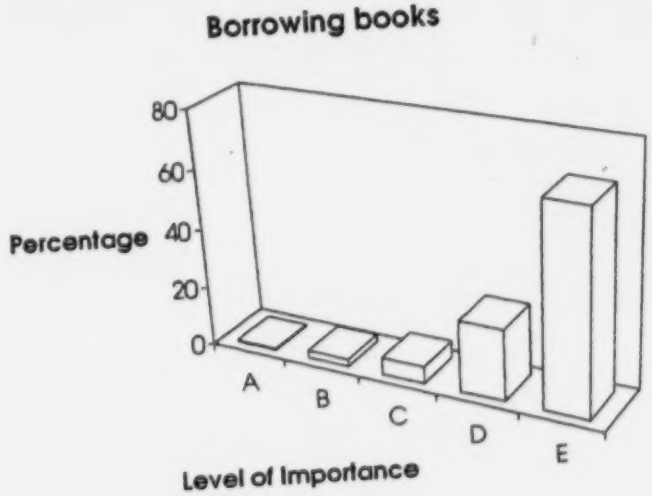
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Library Use

Graduate Students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	0	2	6	24	67
Number of Responses	1	5	12	50	140



Note:
A=Not important
B: Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered : 0

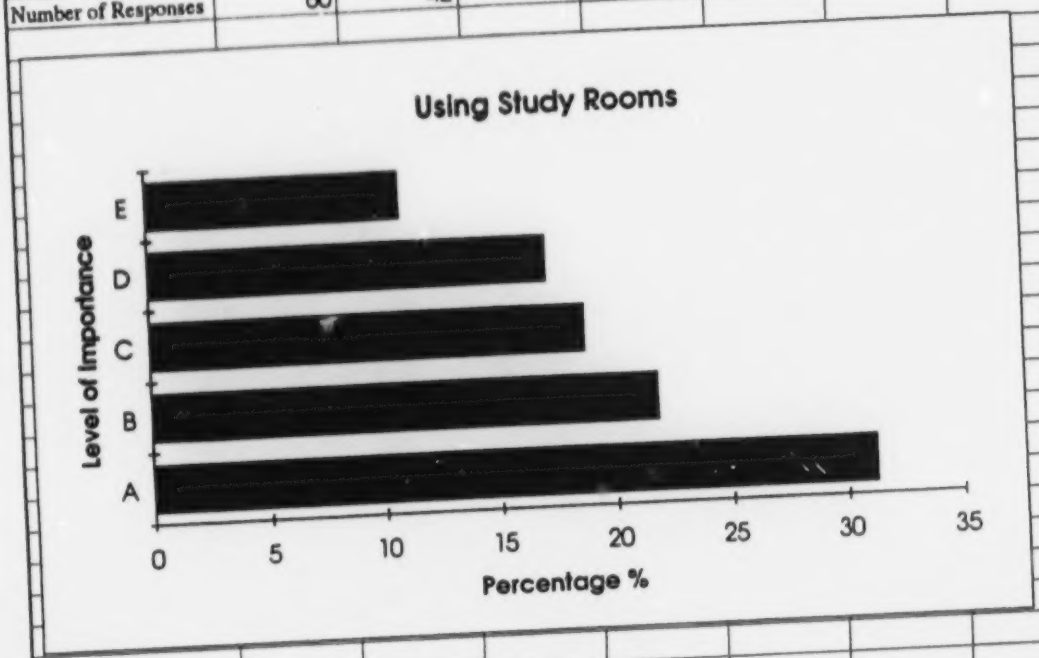
Figure G3

Library Use

Graduate Students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	31	22	19	17	11
Number of Responses	60	42	36	33	21



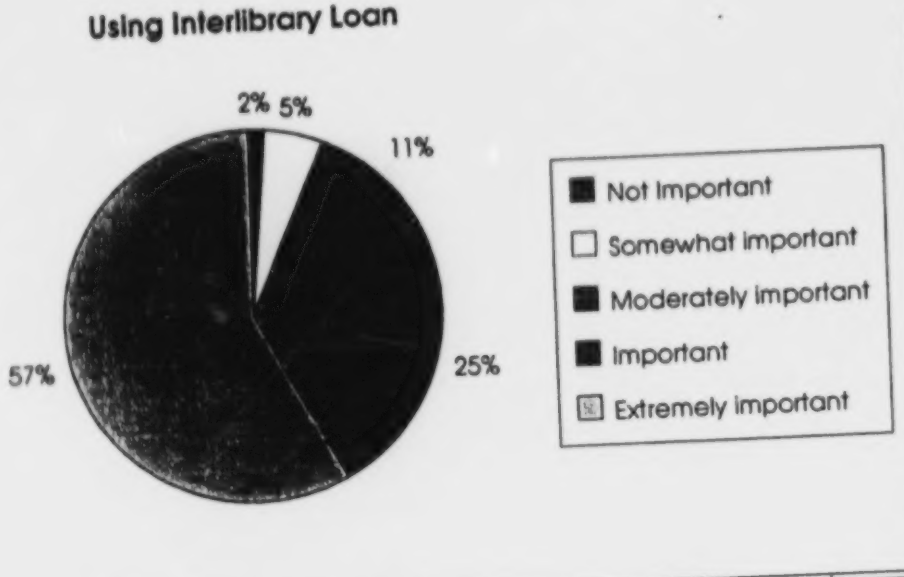
Note
A= Not Important
B=Somewhat Important
C= Moderately Important
D=Important
E=Extremely Important
* Unanswered : 8

FigureG4

Library Use
Graduate students

2. Please rank the following services or facilities for their importance to you.

	Not Important	Somewhat	Moderately	Important	Extremely important
Number of Responses	3	10	21	49	113



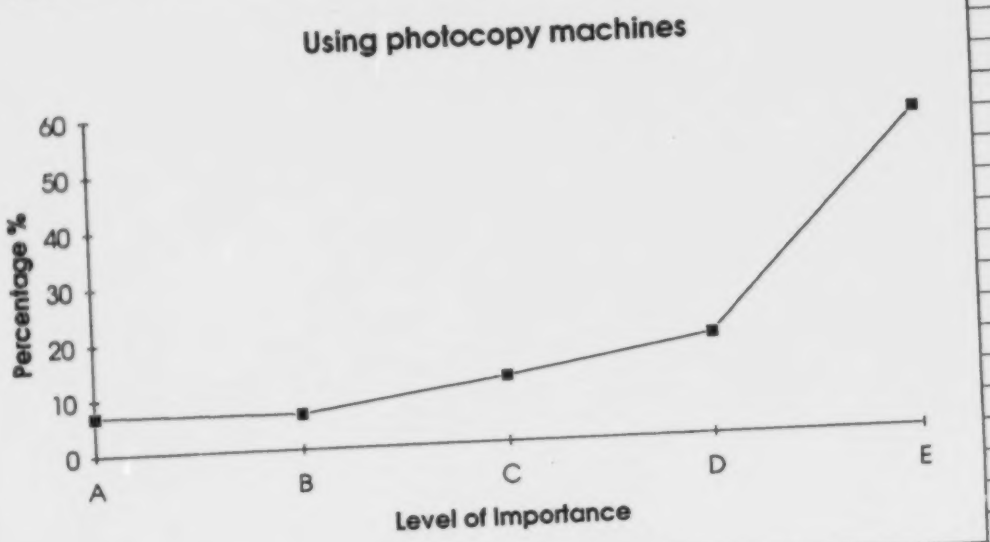
* Unanswered : 10

Figure G5

Library Use
Graduate Students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	7	6	12	18	57
Number of Responses	14	13	24	37	116



Note
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered : 4

Figure G6

Library Use

Graduate students

2.Please tank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	3	8	22	43	24
Number of Responses	5	12	35	67	38

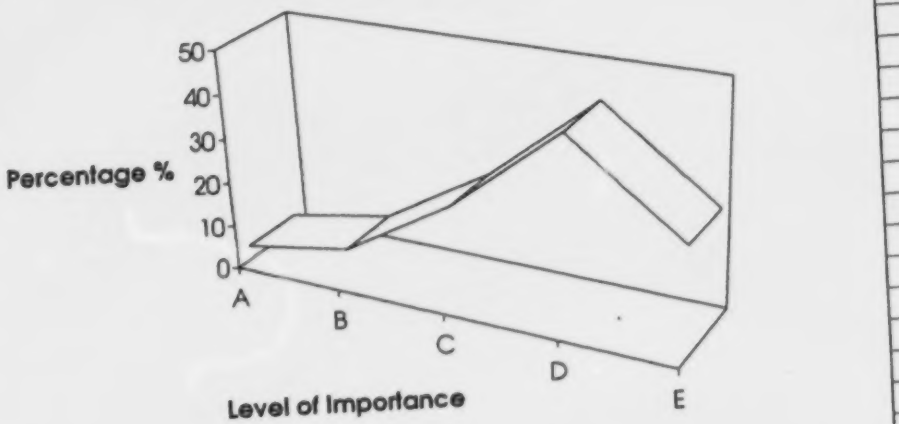


Figure G7

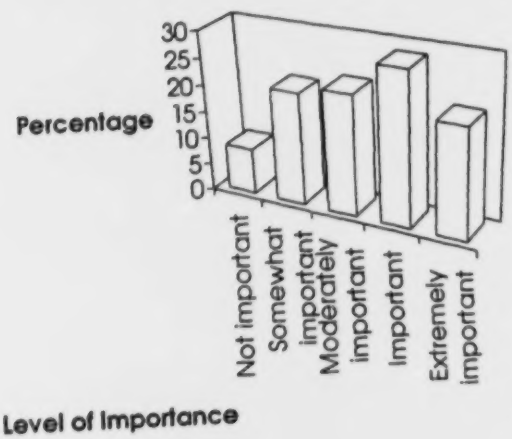
Note:
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely Important
* Unanswered : 2

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Library Use
Graduate students

2. Please rank the following services or facilities for their importance to you .

	Not important	Somewhat	Moderately	Important	Extremely important
Percentage	8	21	22	28	20
Number of Responses	17	42	45	57	41



* Unanswered : 6

Figure G8

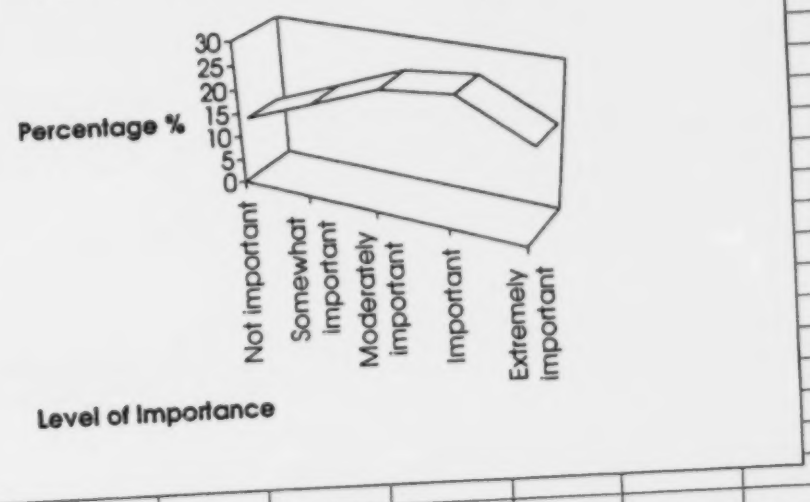
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Library Use

Graduate students

2. Please rank the following services or facilities for their importance to you.

	Not important	Somewhat	Moderately	Important	Extremely important
Percentage	13	19	24	26	19
Number of Responses	26	37	48	51	37



* Unanswered : 5

Figure G9

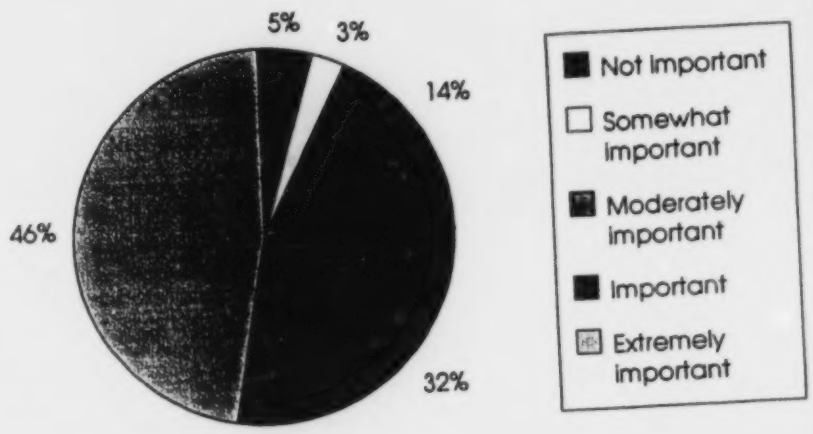
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Library Use

Graduate students

2. Please rank the following services or facilities for their importance to you.

	Not important	Somewhat	Moderately	Important	Extremely important
Number of Responses	9	5	26	59	87



* Unanswered : 19

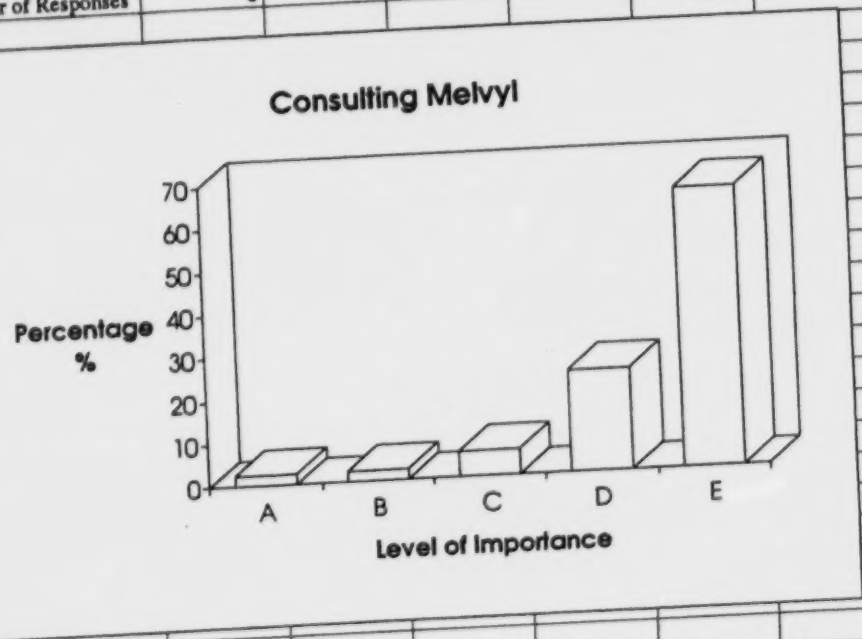
Figure G10

Library Use

Graduate students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	2	2	6	24	65
Number of Responses	5	5	12	48	132



Note:
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered : 7

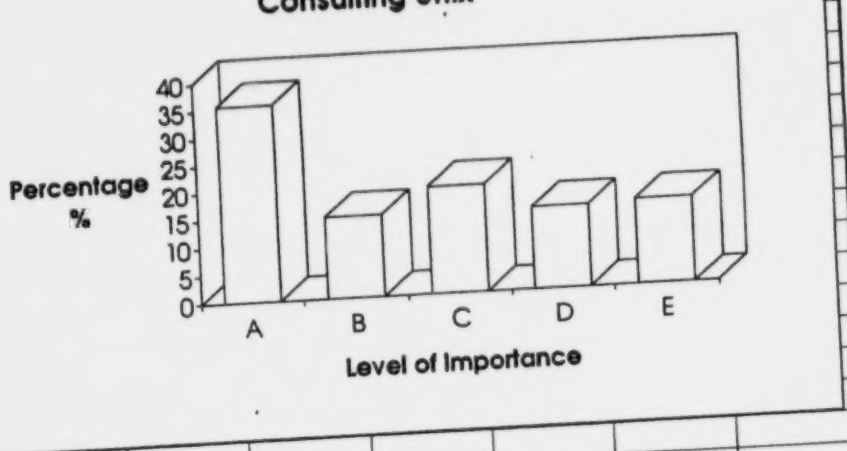
Figure G11

Library Use

Graduate studnets

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	36	15	19	15	15
Number of Responses	70	29	38	29	30



Note:
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered : 14

Figure G12

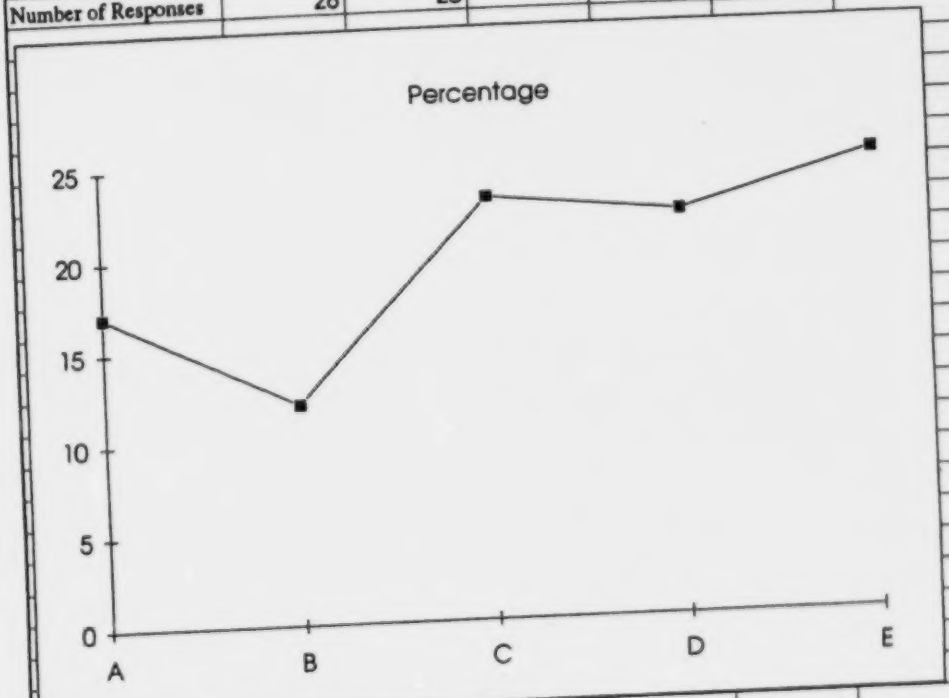
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Library Use

Graduate students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	17	12	23	22	25
Number of Responses	28	20	38	36	40



Note:
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered: 4

Figure G13

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3. Future Library Use

Forty-eight percent of the graduate respondents thought that in the future, it would be most helpful to have instruction on how to find periodical articles on their research topics. Forty-five percent said that it would be most helpful to have instruction on the Science Library Cowell Room electronic resources. Forty-six percent felt that in-depth instruction on Melvyl databases would be most helpful. Thirty-eight percent marked electronic reserves to be the most helpful. Seventy-eight percent indicated that notifications of overdue books, recalls and holds through electronic mail would be most helpful; and 44% stated that placing holds from the on-line catalog would be most helpful.

(For detailed information or other comments, please see Appendices C and D)

C. Undergraduate Students

Approximately 929 survey questionnaires were distributed in the Science Library. Five hundred and ninety-one questionnaires were returned representing a response rate of 64%. Among 591 returned questionnaires, 476 were from undergraduate students representing 81% of the total.

1. Background information

Among 476 surveyed undergraduate students, 39% were from Biology/Biochemistry; 9% were from Computer Science and Engineering; 7% were from Environmental Studies; 4% were from Marine Science; 6% were from Physics; 5% were from Mathematics; 2% were from Anthropology; 3% were from Economics; 3% were from Psychology; and 18% were from the other areas including Astronomy, American Studies, History, and Language Studies.

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Background Information

Undergraduate students

Board of Studies	Number of Responses
Bio/Biochem	187
Chemistry	33
Comp Sci/ Eng	41
Economic	16
Environment Studies	35
Marine Science	21
Mathematics	26
Physics	30
Psychology	14
Other	73
Total	476

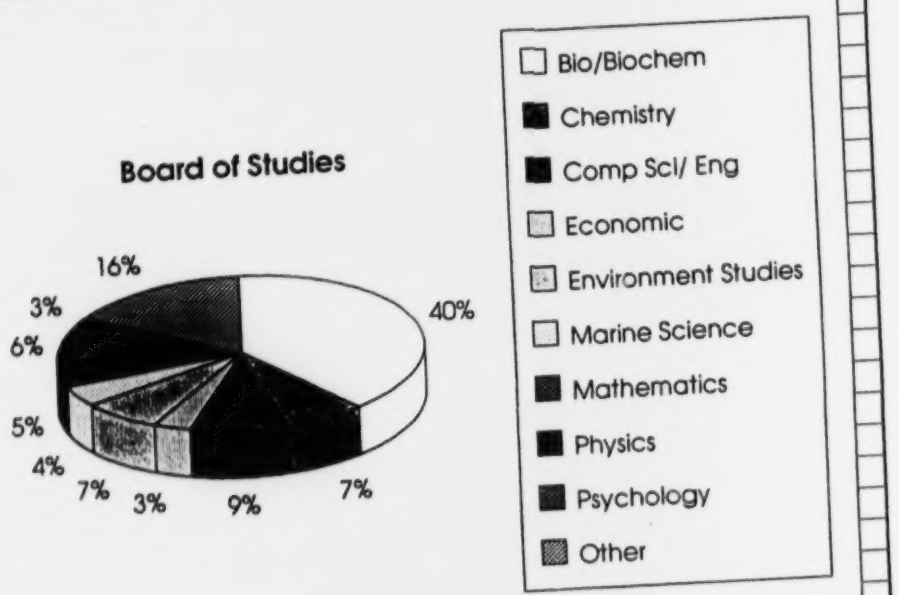


Figure U1

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Ninety-two percent of the undergraduate respondents used the resources of the Science Library; 62% used the library two or more times a week; 21% used it once a week; 7% used it once every two or three weeks; and 4% used it once a month.

2. Library Use

Twenty-seven percent of the surveyed undergraduate students received course-related instruction from the library staff; 72% received individual assistance at the Reference Desk; 57% received individual assistance at the Circulation Desk; 21% received individual assistance in the Cowell Room; 60% got help from friends or colleagues in using the Science Library; and 41% received printed instructions.

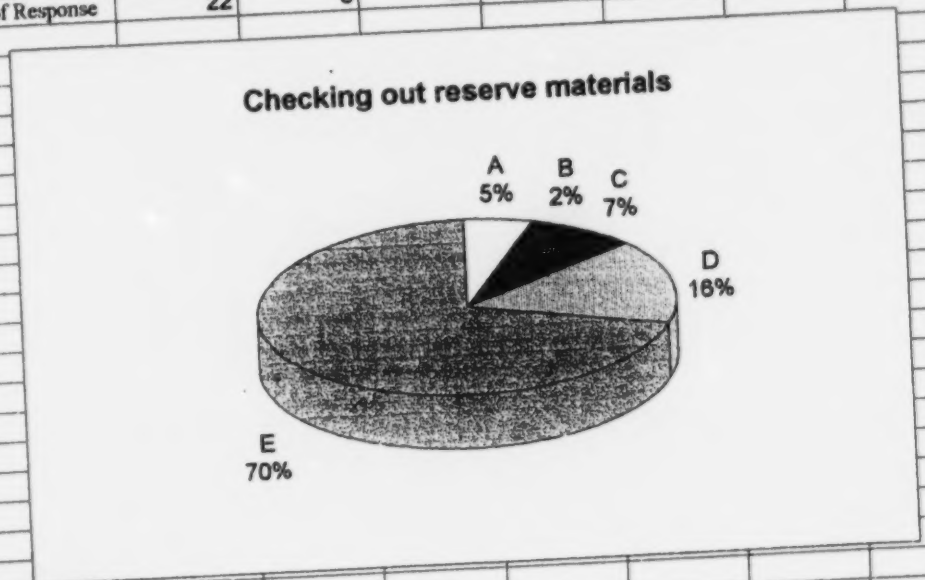
Among 476 surveyed undergraduate students, 70% ranked checking out reserve materials as extremely important; 40% ranked borrowing books extremely important; 40% said that study rooms were extremely important; 21% stated that using Interlibrary Loan Service was extremely important; 68% indicated that using photocopy machines was extremely important; 43% thought receiving help at the Reference Desk was extremely important; 34% indicated that receiving help at the Reference Desk during the evenings was extremely important; 32% felt receiving help at the Reference Desk during weekends was extremely important; 35% indicated that consulting library materials was extremely important; 45% ranked consulting Melvyl as extremely important; 36% ranked consulting Unix extremely important; and 69% considered the library as a place to study to be extremely important.

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Library Use
Undergraduate students

2. Please rank the following services or facilities for their importance tp you.

	A	B	C	D	E	Unanswered
Number of Response	22	8	27	65	285	4



A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important

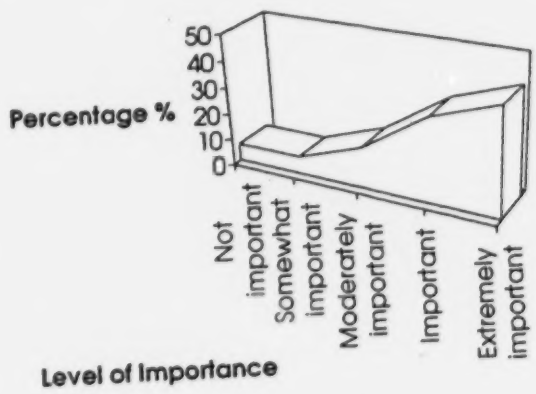
Figure U2

Library Use

Undergraduate students

2. Please rank the following services or facilities for their importance to you.

	Not important	Somewhat	Moderately	Important	Extremely important
Percentage	7	7	15	32	40
Number of Responses	30	30	69	144	184



* Unanswered : 9

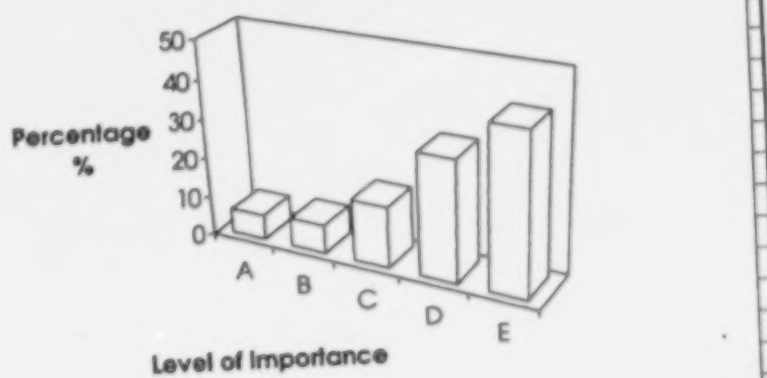
Figure U3

Library Use

Undergraduate students

2. Please rank the following services or facilities for their importance to you.

	A	B	C	D	E
Percentage	6	7	16	31	40
Number of Responses	28	32	69	136	180



Note
A=Not important
B=Somewhat important
C=Moderately important
D=Important
E=Extremely important
* Unanswered : 6

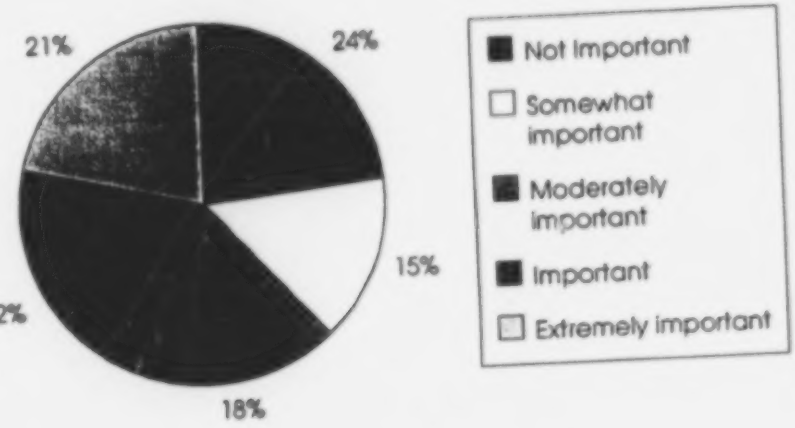
Figure U4

Library Use

Undergraduate Students

2. Please rank the following services and facilities for their importance to you.

	Number of Responses
Not Important	102
Somewhat important	65
Moderately important	80
Important	95
Extremely important	91



* Unanswered : 28

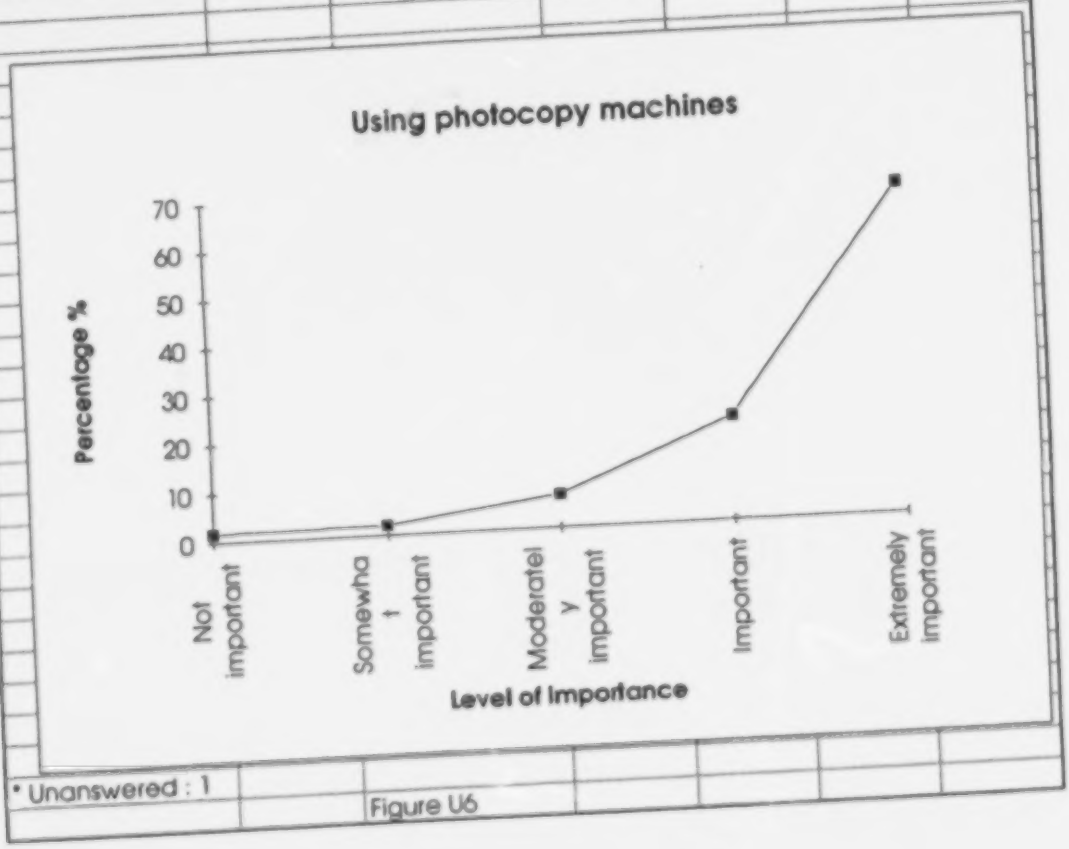
Figure U5

Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Percentage	Number of Responses
Not important	2	8
Somewhat important	2	9
Moderately important	7	31
Important	21	97
Extremely important	68	309



* Unanswered : 1

Figure U6

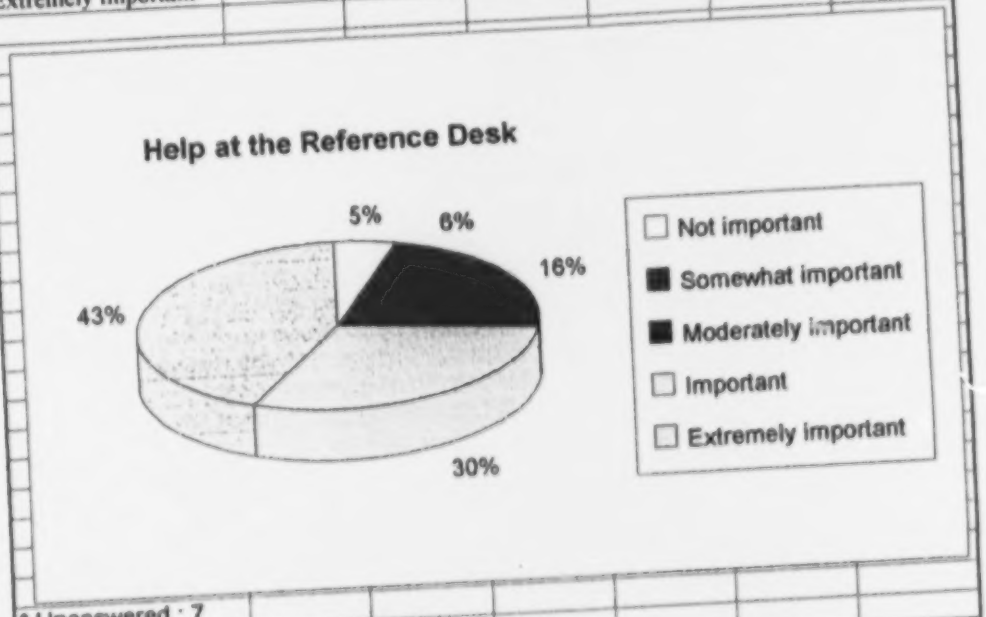
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Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Number of Responses
Not important	23
Somewhat important	28
Moderately important	70
Important	135
Extremely important	191



* Unanswered : 7

Figure U7

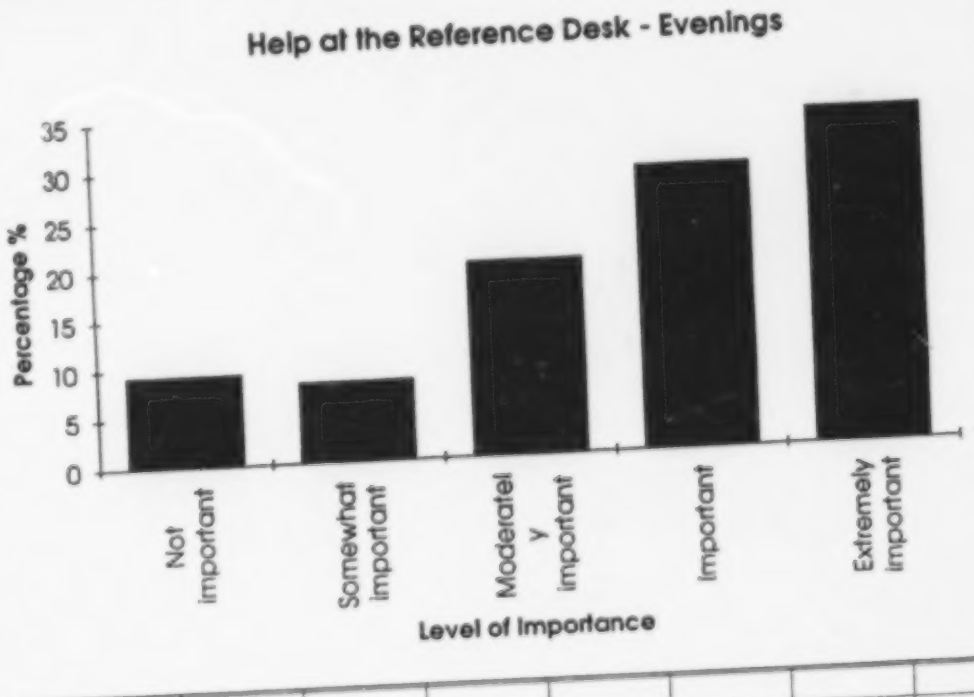
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Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Percentage	Number of Responses
Not important	9	41
Somewhat important	8	36
Moderately important	20	88
Important	29	128
Extremely important	34	151



* Unanswered : 10

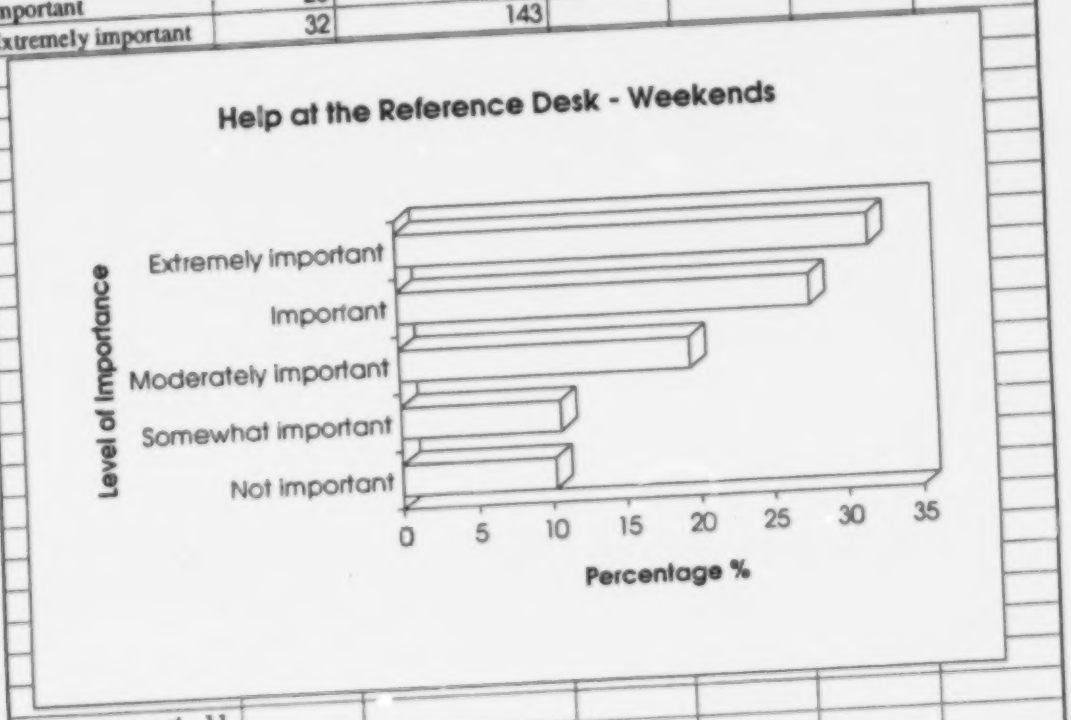
Figure U8

Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Percentage	Number of Responses
Not important	10	46
Somewhat important	11	48
Moderately important	20	88
Important	28	125
Extremely important	32	143



* Unanswered : 11

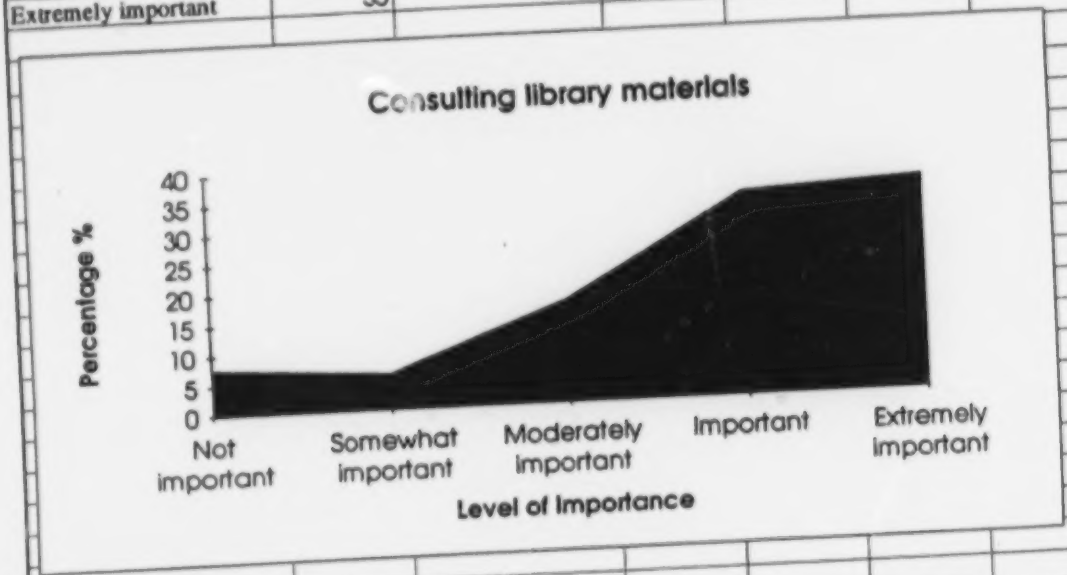
Figure U9

Library Use

Undergraduate students

2. Please rank the following services or facilities for their importance to you.

	Percentage	Number of Responses
Not important	8	32
Somewhat important	6	25
Moderately important	17	72
Important	34	142
Extremely important	35	149



* Unanswered : 19

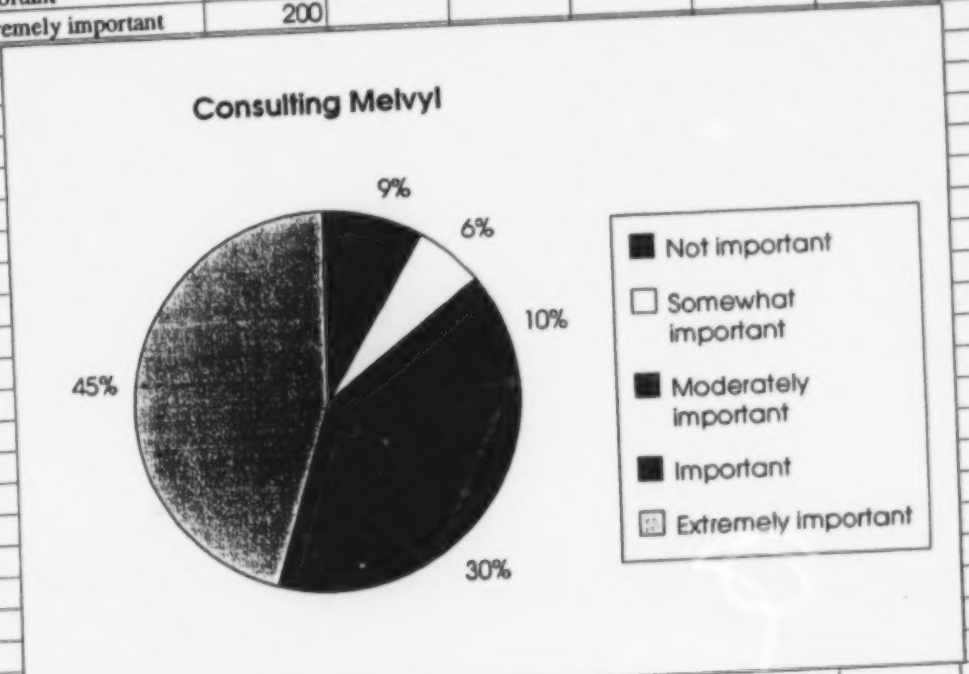
Figure U10

Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Number of Responses
Not important	39
Somewhat important	25
Moderately important	44
Important	135
Extremely important	200



* Unanswered : 19

Figure U11

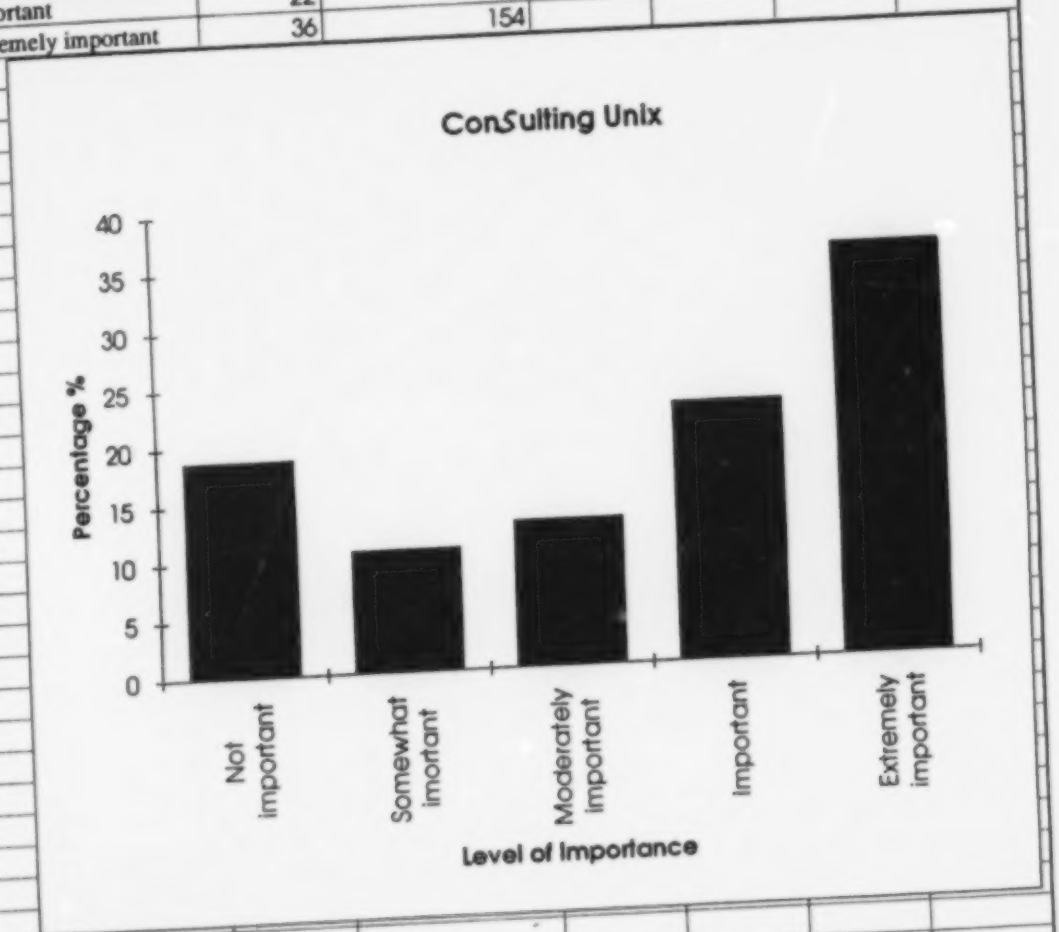
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Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Percentage	Number of Responses
Not important	19	81
Somewhat imortant	11	46
Moderately important	13	55
Important	22	97
Extremely important	36	154



* Unanswered : 19

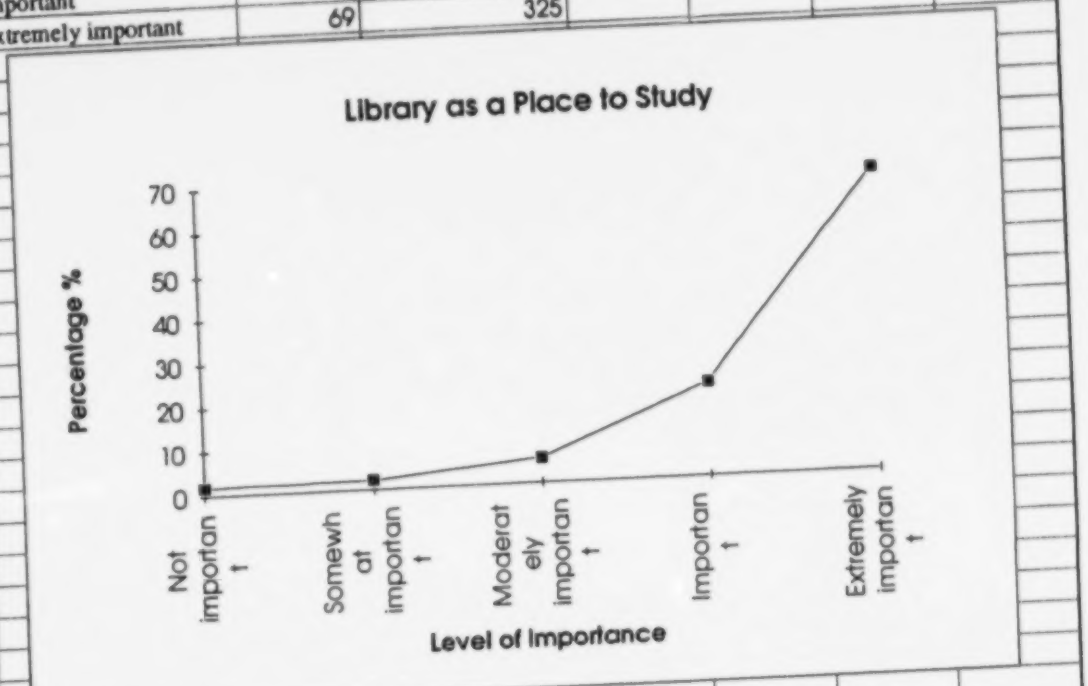
Figure U12

Library Use

Undergraduate Students

2. Please rank the following services or facilities for their importance to you.

	Percentage	Number of Responses
Not important	2	9
Somewhat important	2	10
Moderately important	6	27
Important	21	101
Extremely important	69	325



* Unanswered : 1

Figure U13

3. Future Library Use

Thirty-nine percent of the surveyed undergraduate students thought instruction on how to search for books would be most helpful to them in the future; 58% said instruction on how to find periodical articles on their research topics would be most helpful; 49% felt it would be most helpful if they could have instruction on the Science Library Cowell Room electronic resources; 49% thought in-depth instruction on Melvyl databases in the future would be most helpful; and 37% indicated that assistance from reference librarians at the Science Reference Desk would be most helpful.

Less than half of the undergraduate respondents indicated that answers to reference questions through electronic mail (41%) and ordering all needed materials through any Melvyl databases (41%) were most helpful in the future. Regarding other kinds of new services that would be most helpful in the future, over half considered electronic reserves (58%); while less than half considered notifications of overdue books, recalls and holds through electronic mail (47%), self-service checkout (36%), or placing holds from the on-line catalog (32%).

(For detailed information or comments, please see Appendices E and F.)

D. General Public and Others

(For results or summary of suggestions, please see Appendices G and H.)

Focus Group Interviews

Six focus group interviews were conducted from May 3 to May 13, 1994. The first group consisted of minority students. The second was composed of international graduate students, and the third of both freshmen and sophomores. The fourth was composed of first-year graduate students, the fifth group of second-year graduate students, and the last group of international students, including a mixture of graduate and undergraduate students.

The focus group interviews were conducted by two "outside" facilitators who were responsible for bringing up the questions formulated by the Science Library. These questions mainly focused on user satisfaction with Science Library services.

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?
All the groups were most impressed with the architecture, location, and comfortable atmosphere of the Science Library. Users liked the large glass windows which allow sunlight to pass into the library. They also appreciated the clean study rooms, the big study tables, and the spaciousness. In addition, several groups said they were impressed with the computer systems available. The international graduate students group was also impressed with Interlibrary Loan, and with the Current Periodicals Room.

2. What stands out especially in the Cowell Room?
Three of the groups (minority, freshmen/sophomores, and graduate students) complained that the email and UNIX terminals in the Cowell Room were out of date. One group (minority) said that they wanted the Cowell Room to have longer hours. Three groups (graduate, international, and international graduate) said that they didn't use the Cowell Room much because they weren't aware of what services it offered. This graduate student group suggested that the library do more publicity to up-date patrons on Cowell Room services. One group (international graduate) suggested that the facilities for viewing videos be placed in another room because they were distracting to computer users. One group (freshmen/sophomores) said they would appreciate Excel and word processing programs being available in the Cowell Room.

3. How do you feel about the Science Library collection?
Five of the six groups (all except the international student group) said they had difficulty locating books within the library. They felt that books were not reshelved in a timely fashion, and that it was often difficult to locate books, even though they did not show up on the computer as being checked out to

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patrons. Three groups (minority, graduate, and international graduate and undergraduate students) said the current recall system was not working well. They wanted to be able to easily contact borrowers and make arrangements to get the books they need. Two groups (graduate, and international graduate and undergraduate) said that the one-year loan period for faculty and staff was too long, and tied up the collection.

In terms of the collection itself, two of the groups (minority, and international graduate students) said the collection was adequate. One group (freshmen/sophomores) said they wanted a general science dictionary to be more available. Three groups (both graduate student groups and the international graduate student group) complained about journals. The international students said that the journals arrived extremely late at UCSC, compared with universities on the East Coast. One group of graduate students said that they felt journals which crossed the disciplines of biology and chemistry were cancelled without both boards being consulted. The other said they were frustrated that journals in their areas of interest were not owned by UCSC. They also wanted to be able to check out current journals for one day. One group of graduate students suggested that the USGS materials be moved from McHenry to Science.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

Four of the six groups (minority, international graduate, graduate, international) felt that Melvyl was not user-friendly. Several of those groups said that they wanted more Melvyl instruction, especially after fall quarter.

One graduate student group said that they wanted more integration in Melvyl databases (e.g. be able to search Mags, Current Contents, News, and Cat with one command. The same group also suggested that the library start a Melvyl newsgroup for Frequently Asked Questions (FAQ's), and develop a handout of Melvyl commands for more advanced searchers. One group (international graduate students) said they had no trouble using Melvyl. Three groups (minority, graduate, and international) said they wanted circulation information to be available through Melvyl.

Electronic Reserves

Electronic Reserves were not addressed much in the groups. Two groups said that they were not aware that Electronic Reserves existed, and hoped that the library would publicize this service as it becomes available.

CD ROMs

A few students in the freshmen/sophomore group said that they were CD ROM users. Otherwise CD ROMs were not discussed. Infoslug does not seem to have been discussed either.

5. How satisfied are you with our services such as:

Circulation/Reserves

ILL/Fax project

Reference Desk service

Consultation and Instructional Support etc.?

Circulation / Reserves

As detailed above, most groups mentioned their problems with searching for missing items. They were not satisfied with Melvyl, which does not show whether the items (the books or journals) have been checked out. They do not understand why they have to go to Circulation instead of checking the availability of the items by themselves. Students who complained about this problem suggested that the library should allow students to check the availability of the items. Also, they would like to know when the items have been checked out and when they will be returned. Furthermore, as detailed above, many of the groups complained about having difficulties with the recall system, and about the length of the loan period for faculty and staff. Interestingly, even graduate students did not

like the one-year loan period policy. They said this system does not motivate the students to really read the books. Since they know that they can keep the books for a year, they do not look at them until the last moment. One group (international graduate students) said they appreciated having a computerized circulation system.

Students also objected to what they saw as an "automatic renewal" policy. After a year, if the students who borrow the books forget to return the books, the library will automatically renew the due date for the students. In this way, students can practically keep the books for the period that they are enrolled at UCSC. The interviewees felt that this policy tempts the students to keep the books after they leave school. They suggested changing the one-year loan period to one to two months.

One group of graduate students suggested that the library use electronic mail (email) for overdue notices. The slowness of regular mail is not effective since by the time the students receive the reminder, the book is already late. Since email is free of charge and students check email quite often, email reminders would be a good way to send out reminders. They also felt that people generally forget about their books during long vacations and suggested that the grace period during those times be extended. In addition, the library could use email to inform students about new library services.

Not much was said about Reserves. One group (freshmen and sophomores) said they would like instructor notes, transparencies, and past exams to be on reserve for every class.

Interlibrary Loan

Two of the groups (minority students, and graduate students) said that Interlibrary Loan was too slow. One group (international students) said they liked Interlibrary Loan.

Fax Project

Two groups (international graduate students and international graduate and undergraduate students) said they wanted to be able to use the fax service. They did not understand why only the staff and faculty members had access to the fax project, and felt that the library considered them a lower priority since they were denied use of this service.

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

Three groups (minority students, graduate students, and international graduate and undergraduate students) had no specific comments on this area. One group (freshmen and sophomores) said that there was not enough staffing on the Reference Desk. In one group (international graduates), a patron complained of the inefficiency they encountered in being referred to the librarian at Reference who had the answer to a technical Melvyl question. (see appendix for details). One group (graduate students) complained that Science Library staff talked to each other when they reshelved books, and made too much noise.

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?

All six groups wanted longer operating hours for the Science Library in general. The freshmen/sophomore group wanted more weekend hours to take advantage of the library. They said longer hours for the Cowell Room would be nice but the current hours were satisfactory. The minority student group wanted extended hours during midterms and finals, and one student suggested the library remain open all night during finals week. The two graduate student groups wanted extended Friday and Saturday hours, and also requested keys for the library for after hours access. The international graduate and undergraduate group also wanted extended Friday and Saturday hours.

8. What sources do you rely on in the Science Library?

Four groups (freshmen and sophomores, international graduate, graduate, international graduate and undergraduate) had no specific answer to this question. The minority students group said that they relied on books and journals, and appreciated the library as a place to meet people, read and rest. One graduate student group said that they relied heavily on journals, especially current ones, and wished they could take current journals out of the library so they could photocopy them.

9. How do you find the information you need in the Science Library?
None of the groups focused on this question.

10. What is your biggest concern in finding information?
The availability of books and journals was the biggest concern for two groups (freshmen and sophomores, minority students). The freshmen and sophomores requested faster reshelving of materials, while the minority students group pointed out that in the short period of the quarter system availability of materials is crucial. Two groups (international graduate, and international graduate and undergraduate) said that the call number system could be confusing at times. One group (graduate) said that they wanted to be able to use Melvyl to obtain circulation information. One group (graduate) did not address this question.

11. How easy is it to find what you need in the Science Library?
None of the groups focused on this question.

12. Are there other services you would like the Science Library to offer?
Copy service was the major area of focus, with five out of the six groups (all except minority students) addressing this issue. The freshmen and sophomore group said they wanted to be able to return used up copy cards and get back the money they had spent for the card. Both groups of international students said they would like to have copy machines available on each floor so they wouldn't have to go up and down stairs with armloads of books. Two groups of graduate students (international graduate students, and graduate students) said they would appreciate copy machines reserved for graduate students. The international graduate students complained about the brightness of the copy machines' lights. One graduate student group complained about the long lines in the copy rooms and the poor quality of the copy machines. One graduate student group requested color copying, saying this was particularly important for chemistry and biology journals. One member of the international graduate and undergraduate group said they would like a machine which makes transparencies.

Other suggested services included:

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More *study rooms* (freshmen and sophomore group)

Lockers (freshmen and sophomore group)

Better climate control (freshmen and sophomore group, graduate student group)

Eating area (minority student group) Note: This group said they only wanted this service if it didn't jeopardize the *food and drink policy*, which they strongly agreed with. One other group (graduate) also said they thought the food and drink policy was important and asked that the library enforce it more strictly with volunteer patrols.

Faculty Interviews

Fifteen faculty members were randomly selected and interviewed on an individual basis, and asked the following questions.

1. What impresses you most in the Science Library?
Faculty almost unanimously remarked on the aesthetic architecture and interior design of the library. Other impressive aspects were the Current Periodicals Room, the convenience of the library to Science Hill, the intimate size of the library and the helpfulness of the staff.

2. What stands out especially in the Cowell Room?
Very few faculty had any comments about the Cowell Room. One faculty member said the video disks were impressive.

3. How do you feel about the Science Library collection?
Four faculty members felt that faculty were not adequately consulted before serials cancellation decisions were made, especially on cross-discipline journals. One faculty member said that damaged journals were often not replaced. Another said that the library collection was weak in the area of conference proceedings, and that more complete runs were needed. One suggested that the Maps Collection be relocated to Science from McHenry. One felt that the liberal arts had more money for the collection. Another

faculty member said the Science Library had done a good job in a time of reduced budgets. One said the Science Library's collection was fine as long as it could be supplemented by UC Berkeley's collection. One said Interlibrary Loan (ILL) filled in the holes in the Science Library's collection with no problems. Three faculty members said they were satisfied with the collection.

4a. How do you feel about changing from print to electronic resources?
One faculty member said they wanted more databases available. One said they were unhappy when their password expired since they liked using Melvyl remotely from their office. Another said they could use more in-depth training in electronic databases, especially Inspec.

4b. How do you feel about electronic information resources?
Most of the faculty members surveyed expressed their satisfaction with being able to use Melvyl remotely from their offices. One said they wanted Beilstein to be available remotely as well. One said there should be more integration of the databases. One said they never used print indexes anymore. One said the library should have more databases, and the indexing on them should happen faster. One said they wanted circulation information to be available through Melvyl. Finally, one faculty member suggested that the Library hire a full-time person to manage the Infoslug system.

5. How satisfied are you with our services (Circulation/Reserves, ILL/Fax, Reference consulting, Instructional Support)?
Interlibrary Loan received the most amount of comments, and faculty opinion was mixed regarding this service. Three faculty members said ILL was too slow, while three said they were happy with ILL service. Two faculty members were not aware of the ILL fax project.

One faculty member said they received complaints from graduate students about how difficult it was to put materials on reserve. Another said they didn't like the fact that books they put on reserve got marked up.

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One faculty member suggested that the library provide more copy machines, and locate them on each floor.

6. How satisfied are you with the assistance provided by staff and reference librarians?
Comments on the staff were positive.

7. What do you think about library/reference/Cowell hours?
Only two faculty members commented on this topic. One said the Science Library needed more weekend and evening hours. The other said their graduate student assistants complained about Friday night closures.

8. What sources do you rely on in the Science Library?
Journals were the most frequently relied on sources, with ten faculty members stressing their importance. Also important were conference proceedings, with four faculty members mentioning them, and the reference collection. One faculty member mentioned Melvyl as an important source.

9. How do you find the information you need in the Science Library?
Melvyl was almost unanimously mentioned as the source of information in the Science Library. Three faculty members particularly mentioned Inspec as an important database. One mentioned Current Contents. One faculty member said that there needed to be more dial-in lines to Melvyl. One said that they relied on graduate student assistants to locate items for them at the library. Another said that their colleagues were an important source of information as to resources available in the Science Library.

10. What is your biggest concern in finding information?
Two faculty members said their biggest concern was that it was often difficult to tell from Melvyl if journals had been cancelled. Another said they were concerned that the library did not own European journals. Two said their biggest concern was having to order the item through Interlibrary Loan. One was concerned that the library might own the item but be unable to locate it. Another was worried that items might be backed

up in reshelving. Two were worried about information not being indexed on Melvyl.

11. How easy is it to find what you need?

Most faculty members seemed not to experience many problems in finding the items they needed in the library. One said that they relied on their graduate student assistants to track down difficult-to-find items. One said it was easier to send a student to UCB than to wait for Interlibrary Loan. One faculty member suggested that the Science Library start a Melvyl users usenet group to facilitate use of Melvyl to locate needed material.

12. Are there other services you would like the Science Library to offer?

Two faculty members requested color copiers; one said they particularly would like one for the TULIP project. One faculty member said they wanted to be able to recall books through email. One said they wanted to be able to change their Melvyl password to something they could remember. One expressed a desire for more in-depth training on Melvyl searching. One wanted improvement in the Library Material Delivery (LMD) interface.

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CONCLUSION

Based on the data results from the survey and focus group interviews, one can conclude that most people who come to the Science Library are affiliated with the University of California, Santa Cruz. Among the latter, most are undergraduate students. Though 100% of the surveyed graduate students and 85% of the faculty and staff respondents indicate that they use the resources of the Science Library, they rarely come to the Science Library. (Please see Figure C1, Survey Sample).

Sample of the Survey

Note: Nine hundred and twenty-nine questionnaires were distributed in the Science Library.

	# of Questionnaires returned
Faculty/Staff	26
Graduate	60
Undergraduate	476
Other	29
Total:	591

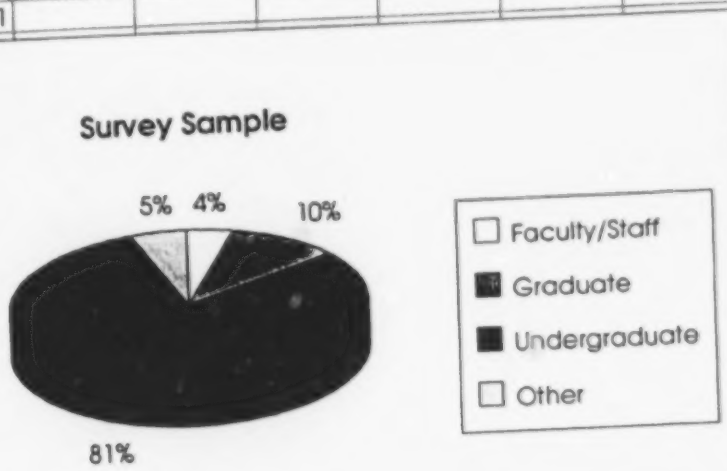


Figure C1

Most undergraduate students (70%) who come to the Science Library think checking out reserve materials is extremely important. Graduate students, faculty and academic staff, however, feel that it is not important.

Most Science Library users consider using photocopy machines to be extremely important. Most graduate students, faculty and staff seem to feel that borrowing books and consulting Melvyl are extremely important. But only 40% of the surveyed undergraduate students feel that borrowing books is extremely important; and 45% consider consulting Melvyl to be extremely important.

Most science faculty, academic staff, and graduate students don't think using study rooms is important. This differs from most undergraduate students who feel using study rooms is either important or extremely important.

Most faculty, academic staff, and graduate students think using Interlibrary Loan Service is extremely important; but only 22% of the surveyed undergraduate students consider it to be important.

Most surveyed Science Library users have received individual assistance at the Reference Desk. Forty-nine percent of the surveyed faculty and staff indicate that assistance from reference librarians at the Science Reference Desk will be most helpful to them in the future; 50% of the graduate and 37% of the undergraduate respondents think it will be most helpful to them in the future. However, less than 43% of the respondents (faculty, staff, graduate students and undergraduate students) feel that receiving help at the Reference Desk including during evenings and weekends is extremely important.

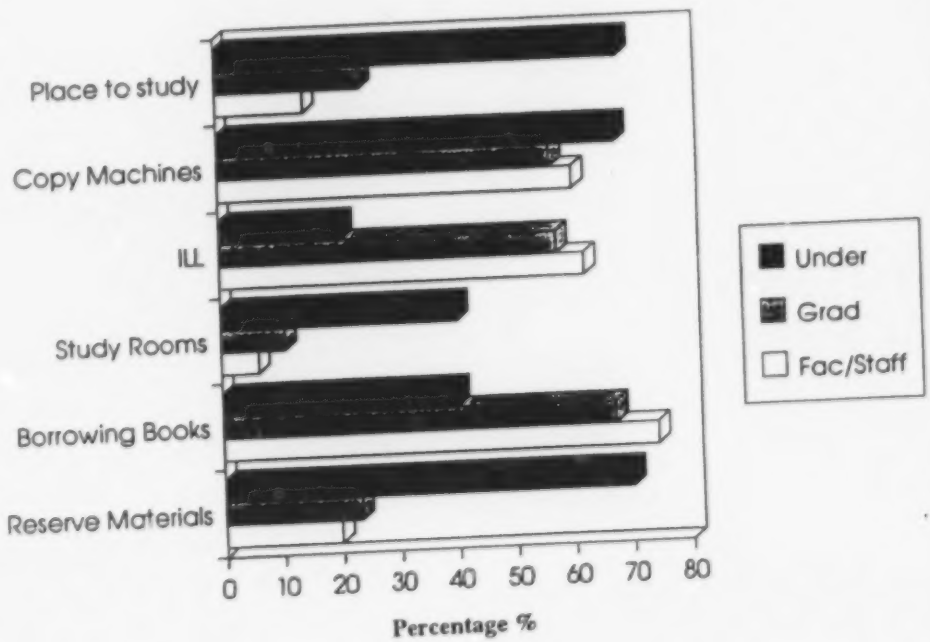
Most undergraduate students feel strongly that there is a need for using Unix in the Science Library. However, faculty, staff and graduate students don't consider it to be important.

As for the library as a place to study, most faculty and academic staff don't consider it to be important; some graduate students feel that it is

moderately important, but most undergraduate students consider it to be extremely important.

	Importance of services or facilities					
		Library Use				
	Percentage			# of Responses		
	Fac/Staff	Grad	Under	Fac/Staff	Grad	Under
Reserve Materials	20	23	70	24	47	285
Borrowing Books	74	67	40	99	140	184
Study Rooms	6	11	40	8	21	180
ILL	62	58	21	83	113	91
Copy Machines	61	57	68	80	116	309
Place to study	15	25	69	20	40	325

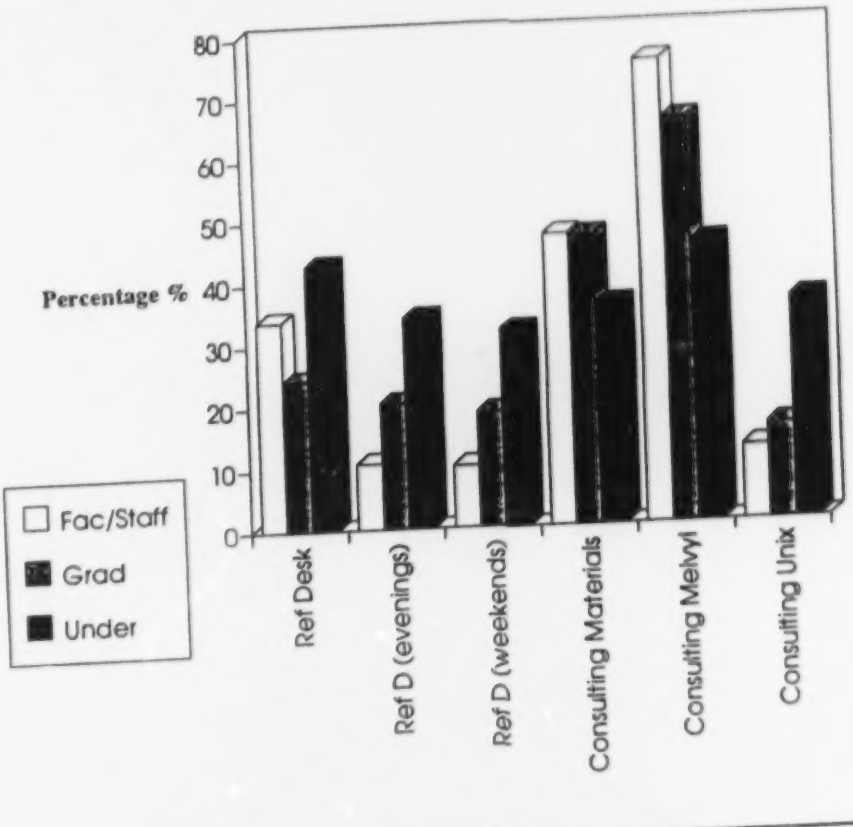
Services or Facilities Considered to be Extremely Important



Note: Results from both in-house distribution and mailing.
(136 Fac/Staff, 211 Grad, and 476 Under.)

Figure C2

	Importance of services or facilities			# of Responses		
	Library Use					
	Percentage					
	Fac/Staff	Grad	Under	Fac/Staff	Grad	Under
Ref Desk	34	24	43	45	38	191
Ref D (evenings)	11	20	34	14	41	151
Ref D (weekends)	10	19	32	13	37	143
Consulting Materials	47	47	35	56	87	149
Consulting Melvyl	75	65	45	90	132	200
Consulting Unix	12	15	36	14	30	154



Note: Results from both in-house distribution and mailing.
(136 Fac/Staff, 211 Grad, and 476 Under.)

Figure C3

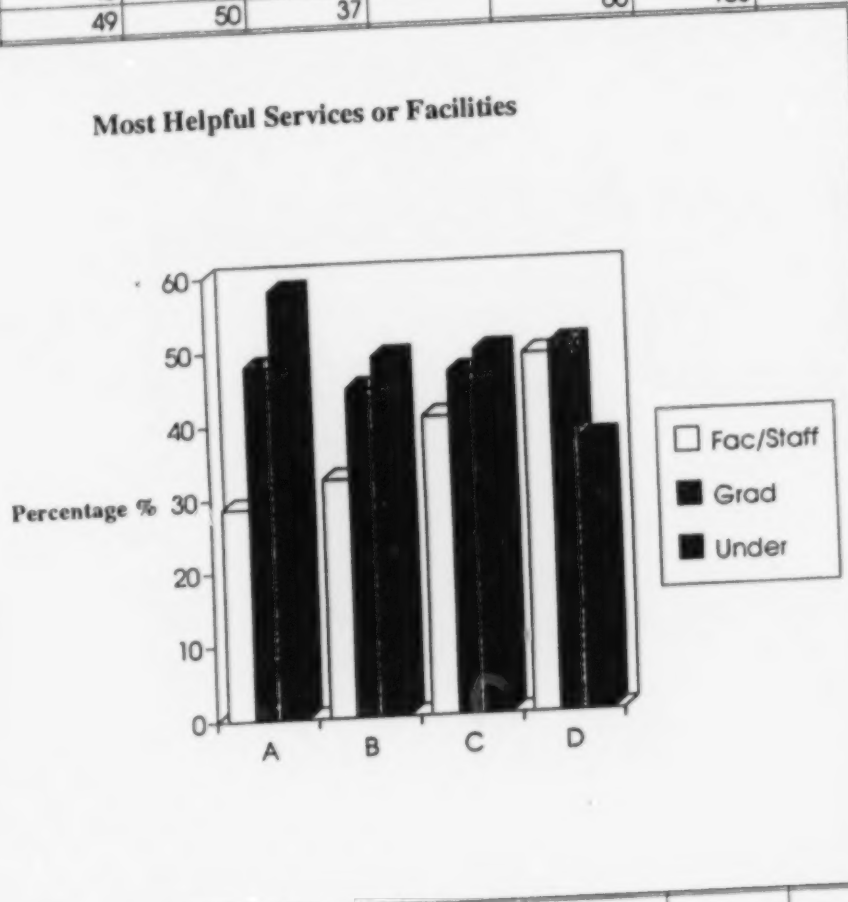
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According to the statistical results, most of the surveyed population have some levels of frustration with the Science Library photocopying service and copy machines. They (especially students) would hope to have longer Science Library hours. They are frustrated with the slowness of Interlibrary Loan Service. Though the results show that most surveyed users consider consulting Melvyl to be either important or extremely important, in general, they don't seem to be comfortable with the electronic resources and would wish clear written instruction handouts about those electronic resources to be provided by the library.

The results also show that more than half of the faculty respondents wish to obtain answers to their reference questions through electronic mail and order all needed materials through Melvyl databases in the future library use. Both faculty (64%) and graduate students (78%) wish to receive their notifications of overdue books, recalls and holds through electronic mail. Over half of the undergraduate respondents wish to be able to access electronic reserves and receive instruction on how to find periodical articles on their research topics.

Most Helpful Services or Facilities
Future Library Use

	Percentage			# of Responses		
	Fac/Staff	Grad	Under	Fac/Staff	Grad	Under
A	29	48	58	39	101	276
B	32	45	49	44	94	232
C	40	46	49	55	98	234
D	49	50	37	66	105	175



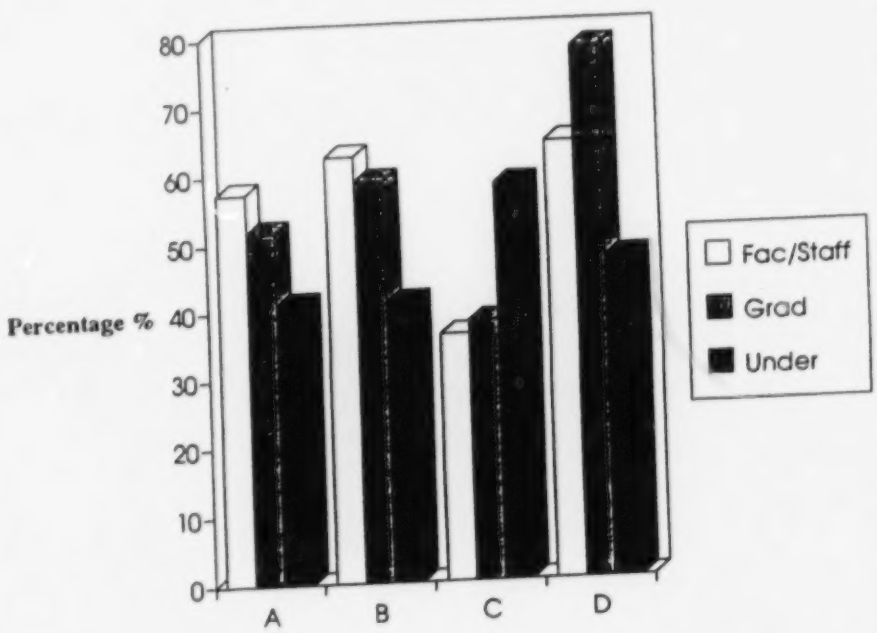
Note:
A=Instruction on how to find periodical articles on my research topic.
B=Instruction on the Science Library Cowell Room electronic resources.
C=In-depth instruction on Melvyl databases.
D=Assistance from reference librarians at the Science Reference Desk.

* Results from both in-house distribution and mailing.
(136 Fac/Staff, 211 Grad, and 476 Under.)

Figure C4

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	Most Helpful Services or Facilities					
	Future Library Use					
	Percentage			# of Responses		
	Fac/Staff	Grad	Under	Fac/Staff	Grad	Under
A	57	52	41	78	109	195
B	63	59	41	85	124	195
C	36	38	58	49	80	276
D	64	78	47	87	164	223



Note:
A= Answers to reference questions through electronic mail.
B= Ordering all needed materials through any Melvyl databases.
C= Electronic Reserves, such as lecture notes, exams, solutions, etc.
D= Notifications of overdue books, recalls and holds through electronic mail.

• Results from both in-house distribution and mailing.
(136 Fac/Staff, 211 Grad, and 476 Under.)

Figure C5

In conclusion, it is hoped that the detailed data included in this report be carefully examined and that this comprehensive survey study will benefit the Science Library and its services in long range planning. Future implementation of computer access in the Science Library, such as Innopac, may benefit from studies like this one.

Discussion and interpretation of the results of this survey will be left to the reader. Thanks should be given to all those who participated in this study.

APPENDICES

Appendix A
Statistical Results from Faculty/Staff

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Statistical Results
SURVEY QUESTIONNAIRE
SCIENCE LIBRARY
UCSC
Faculty

1994

(The confidentiality of individual participants and their questionnaires will be protected.)

1. BACKGROUND INFORMATION

(Check that applies to you)

1. **Status**
   a. Faculty 107
   b. Staff 27
   c. Graduate Student
   d. Undergraduate
   e. General public
   f. Other (please specify)
      -Postdoc. (temp staff)
      -academic non-faculty
      -Post-Doc

2. **Which of the following is your area of academic interest?**
   a. Astronomy 6
   b. Biological sciences 44
   c. Chemistry 25
   d. Computer science and engineering 17
   e. Earth science 21
   f. Environmental science 8
   g. Marine science 10
   h. Mathematics 8
   i. Physics 26
   j. Academic major not declared 1
   k. Other (please specify)
      -Science communication (illustration)
      -Marine geochemistry/ paleoceanography
      -Toxicology /pharmacology
      -Environmental economics / management
      -Particle Astrophysics
      -Institure of Tectonics
      -Literature
      -Psychology
      -Theater/Dance

4. **Campus unit** (Faculty and Staff only) _____
   -Arts Division (1)
   -Astronomy (2)
   -Astrophysics (1)
   -Biochemistry (4)
   -Biology (24)
   -College 8
   -Chemistry (18)
   -Chemistry/Biochemistry (2)
   -Computer Engineering (6)
   -Computer and Information Sciences (7)
   -Earth Sciences (14)
   -Economics

-Environmental Studies (5)
- humanities (1)
-IMS (1)
-Institute of Marine Sciences
-Institute of Tectonics (1)
-Lick Astronomy (1)
-Lick Observatory (1)
-Marine Sciences (6)
-Math (3)
-Natural Sciences (18)
-Physics (12)
-Science Commuinication (1)
-SCIPP (6)
-Thimann Lab (1)
-UC Extension/ Long Marione Lab (1)
-Blank (8)

5. **Other (please specify)** _____

6. **Years at UCSC** _____
-unanswered (1)
-less than 1 year
-4 months
-.5 year
- .67 year (1)
-1 year (8)
-1.5 years (1)
-1.67
-2 years (10)
-2.5 years (3)
-3 years (4)
-3.5 years (3)
-3.67
-4 years (10)
-4.5 years (2)
-5 years (5)
-5+ years
-6 years (8)
-6.5 years (1)
-7 years (7)
-7.5 years(1)
-8 years (5)
-9 years (4)
-10 years (6)
-11 years (1)
-12 years (4)
-13 years (1)
-14 years (1)
-15 years (4)
-16 years (2)
-17 years (2)
-18 yeras (2)
-20 yeasrs (7)
-21 years (3)
-22 years (1)
-23 years (4)
-24 years (3)
-25 years (7)
-26 years (2)
-27 years (3)
-28 years (3)

7.a. **Do you use the resources of the Science Library?** Yes 115 No 1
unanswered 20

b. **If "yes", how often?**
a. 2 or more times a week 52
b. Once a week 45
c. Once every 2 or 3 weeks 20
d. Once a month 10
e. Once every 3 or 4 months 5
f. Once a year —
g. Not sure 1
-unanswered 1
-Other
5-6 times/week
once every 4 yrs.

c. **If "no", please indicate your reasons.**

-use library at Stanford Linear Accelerator, which specializes in my area
-I am on campus only 2 days/week--at stanford the rest of the time. While I am here I like to concentrate on things I can do only here, so I tend to use the library at Stanford more.

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2. LIBRARY USE

(Check all that apply)
1. **Which of the following kinds of assistance have you received in using the Science Library?**

a. Orientation tour 12
b. Course-related instruction from the library staff 12
c. Individual assistance at the Reference Desk 126
d. Individual assistance at the Circulation Desk 80
e. Individual assistance in the Cowell Room 6
f. Individual appointment with a librarian 20
g. Help from friends or colleagues 29
h. Printed instructions 46
i. I have not received any assistance 9
-unansewred (2)

2. **Please rank the following services or facilities for their importance to you.**
(Circle a number from 1 to 5 to indicate the level of importance of each service.)

	Not important	Somewhat Important	Moderately Important	Important	Extremely Important
Checking out reserve materials unanswered 15	37	16	16	28	24
Borrowing books unanswered 4	1	0	6	27	99
Phone renewals unanswered 3	30	14	19	30	39
Study rooms unanswered 10	80	20	11	7	8
New Book Display unanswered 6	48	26	23	18	15
Central reshelving area unanswered 13	42	21	34	20	6
Proxy borrowing for faculty unanswered 15	39	22	14	21	25
Using Interlibrary Loan unanswered 3	6	4	11	29	83
Using photocopy machines unanswered 4	8	13	14	17	80

Receiving help at the Reference Desk unanswered 5	6	5	20	57	45
Receiving help at the Reference Desk during evenings unanswered 5	36	26	31	25	14
Receiving help at the Reference Desk during weekends unanswered 6	37	21	30	29	13
Consulting library materials unanswered 17	7	12	21	23	56
Consulting CD Roms unanswered 17	33	34	27	18	7
Consulting Infoslug unanswered 18	50	22	21	11	14
Consulting Melvyl unanswered 6	5	4	10	11	90
Consulting Unix unanswered 18	47	22	20	15	14
Consulting other electronic resources unanswered 11	30	24	20	35	16
Appointment with librarian unanswered 11	56	37	24	7	1
Library tours unanswered 7	82	32	9	4	2
Group instruction in library use unanswered 7	71	28	19	5	6
Term paper/thesis assistance unanswered 8	92	19	9	4	4
Library as a place to study unanswered 3	59	19	19	16	20
Library as a place to socialize unanswered 5	104	16	10	1	0
Library brochures and handouts unanswered 8	57	38	20	7	6

Other (please specify)
-Better, larger and more frequent signs to help find things
-Availablility of recent journals
-Current periodicals
-More timely placement of course materials on reserve
-Solutions for homework on reserve
-Keep copier running
-Long (extended) hours
-Xeroxing
-Adequate Xerox and maintained facilities
-Assistance w/chem abstracts services
-Timeliness of arrival of new journals (not now very timely)
-Prompt reshelving
-On-line access to journals not in our library-in tac on line access to journals, periodicals.
-CAS searches

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3. FUTURE LIBRARY USE

(Check all that apply)

1. **Which of the following kinds of assistance would be most helpful to you in the future?**

Instruction on how to search for books 24
Instruction on how to find periodical articles on my research topic 39
Instruction on the Science Library Cowell Room electronic resources 44
In-depth instruction on Melvyl databases 55
Help through individual consultation appointment with a reference librarian 22
Assistance from reference librarians at the Science Reference Desk 66
Instruction on how to find reserve material for my course 9
I do not expect to need help 22
Unanswered 1
Other (please specify)

-Use of new databases
-Xerox machines on top floor and basement
-Off campus electronic Library/information resources
-Interlibrary loan personal at Science Library

2. **Which of the following kinds of new services would be most helpful to you in the future?**

Answers to reference questions through electronic mail 78
Ordering all needed materials through any Melvyl databases 85
Electronic Reserves, such as lecture notes, exams, solutions, etc. 49
Notifications of overdue books, recalls and holds through electronic mail 87
Self-service checkout 38
Placing holds from the on-line catalog 43
Unanswered 8
Other (please specify)

-new book list available on-line or just available
-email ordering of ILL periodicals etc.
-Keep up library holding even in scarce budgetary times
-speed up ILl turnaround time delivery for cancelled journals, last time it took 709 days.
-Shorter return times on recalls, e.g. 3 day recall if borrower already had item for a week
-better copy machines
-electronic access to journal articles
-Xerox machines on top floor and basement
-to have people release their names if they check out books or journals longer than a few days
-seminars by staff on information access evolution for faculty and open to students and university community
-Development of an open forum or electronic BBS on library resource changes and new access points--maybe through melvyl, but easily accessed. Maybe a scilibx newsgroup?
-Book suggestions made by e-mail (for acquisition)
-E-mail addresses in phone listing
-Keeping Science Library open Friday evenings
-1 hr. checkout of latest journals for xeroxing elsewhere--or a faculty xerox machine!
-electronic access to journals
-Access to library for faculty and staff on a 24 hr basis like UC Berkeley Chemistry library

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3. **Do you have any suggestions for the Science Library of the future?**
(Please see Appendix B)

of people surveyed: 136
110 from faculty
26 from in house

Thank you for your help.

Science Library Survey Task Force
2/23/94

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Appendix B
Summary of Suggestions from Faculty/Staff

Summary of Suggestions from Faculty

Photocopying

Twenty faculty members expressed frustration with the photocopy machines. Five requested photocopy machines on all floors. Faculty complained about the machines being broken, and the long waits to use machines. One suggested setting aside some machines for express use (less than ten copies). One said that they would like to use auditrizer xerox cards in the Library's machines. Another said that the machines don't do a good job with tightly bound journals. One said that the Library should stop providing material on reserve because it puts too big a burden on the copy machines. One said that the copy machines were too unavailable during exam periods. One suggested a one-hour checkout period for current periodicals for xeroxing elsewhere, or alternatively, a faculty-only xerox machine.

Periodicals

Fifteen faculty members focused on journals in their summary comments. Three expressed concern with maintaining and expanding journal subscriptions. Example: "Aggressively pursue money for maintenance (and expansion) of journal subscriptions!"

Six faculty members commented on the Current Periodicals Room, citing its importance. One of those two asked that journals not be bound so quickly, so as to provide better access to current periodicals. Three faculty members said students (especially groups of students) should be discouraged from studying in the Current Periodicals room. One of those three stressed the importance of displaying the last few issues of each current periodical.

Two faculty members suggested that neither bound or unbound journals be allowed to be checked out. One of those two said that the problem with allowing entire bound volumes of journals to be checked out, is that the person checking it out is usually only looking at one or two articles in the volume, but all of the articles in that volume are made unavailable. That faculty member suggested putting journals on two-hour reserve, or not letting them be checked out at all. One faculty member said, "Access to the periodicals and books should be open 24 hours for faculty and staff. This is done in the UC Berkeley Chemistry Library." One person requested more timely arrival of new journals. Four faculty members expressed an interest in electronic journals. One of those faculty members said they would like to remotely print journal articles in their office that they could not afford to copy. Another faculty member said, "I appreciate the experiment regarding x-window copies of journal articles—I just want it included in my field."

Electronic Services

Six faculty members commented on electronic services. One requested being able to use Science Citation Index electronically without current high fees, at

least occasionally. One said they would like full text electronic journals. One requested assistance with chemistry abstracts services. Two said they would like the science library to expand its electronic services in general. Two said they would like electronic access to new book purchases by the library. One suggested that the library take acquisitions suggestions by email. One suggested the email addresses of librarians be available in our phone listing.

Melvyl
Two faculty members commented on Melvyl. One wanted an on-line help tutorial, especially on how to mail results to their computer. The other wanted Melvyl to allow a search using author plus title combination. If this is already possible, they wanted this information included in the instruction sheet.

ILL
One faculty member stressed that with the cutbacks in periodicals ILL was even more essential. One said that they would like to get copies of articles in journals not owned by UCSC [document delivery] in one or two days. One requested email ordering of ILL periodicals. One requested a quicker turnaround time on ILL for journals cancelled by UCSC, "last time it took seven-nine days."

Reserves
Six faculty members commented on reserves. One said the Library should stop having reserves because it puts too big a burden on the copy machines and on staff time. One wanted to be able to send reserve book lists easily via e-mail. Three wanted faster placement of reserve material. One wanted homework solutions on electronic reserves.

Circulation
One faculty member said they wanted quicker reshelving. One said the Circulation Desk was too busy during exam periods. One requested shorter return times on recalls. Three commented on hours of service, requesting that the Science Library be open longer hours, including Friday evenings. Two wanted information on circulation available without having to ask a librarian. Another requested that users be able to check out older journals for more than one day because, "most sit unused for years and daily phone renewals of long lists of journals waste everyone's time."

Comments on Specific Parts of the Collection
"Our computer science conference proceedings collection still needs a lot of help"

"Tours designed specifically for illustration students would be helpful. This library, (like all libraries) is set up for finding words. We as illustrators are usually intent on finding images. This requires some slightly different

methods of using the indexes, and/or figuring out what/where to look. Perhaps one of the reference staff would be interested in giving this question some thought and helping us out."

Comments on the Staff

Five faculty members commented on the staff at the Science Library. The reviews were mixed. One said the librarians had been extremely helpful for years. One said their experience with the reference librarians had been uneven. One said, "the Science Library staff is great!" One said, "Keep the people. They're knowledgeable and extremely pleasant to work with." One said, "Staff, particularly senior staff should be more polite. I feel that they are sometimes abrupt and condescending at the Reference Desk, as well as the Reserve Desk."

General Comments

Fourteen faculty members had general comments about the Science Library. Six of these simply said, "Keep up the good work." Two expressed concern with budget cuts impacting the collection. One suggested that we "develop an open forum or electronic BBS on library resource changes and new access points, maybe through Melvyl but easily accessed. Maybe a scilibx newsgroup?" Another suggested seminars by staff on information access evolution for faculty which would also be open to students and the University community. Another suggested "Use email as much as possible. It's simple and quick." One science writer said the Library was invaluable and was doing a fine job. One faculty member wrote extensive comments on the changes in librarianship and libraries today, encouraging librarians here to become "information access specialists, not just librarians (you all have already made that transition, but are not all treated as such). Resist artificial classification schemes like those of the LC or the UCSC Divisions and Boards ie.: ILL, hard copy, books, microfiche, DOS-based users, MAC-based users, Athena workstation users, Instructional users, etc."

Appendix C
Statistical Results from Graduate Students

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Statistical Results
SURVEY QUESTIONNAIRE
SCIENCE LIBRARY
UCSC
Graduate Students

1994

(The confidentiality of individual participants and their questionnaires will be protected.)

1. BACKGROUND INFORMATION

(Check that applies to you)

1. **Status**
   a. Faculty 0
   b. Staff 0
   c. Graduate Student 211
   d. Undergraduate
   e. General public
   f. Other (please specify)

2. **Which of the following is your area of academic interest?**
   a. Astronomy 11
   b. Biological sciences 36
   c. Chemistry 43
   d. Computer science and engineering 41
   e. Earth science 38
   f. Environmental science 11
   g. Marine science 33
   h. Mathematics 16
   i. Physics 24
   j. Academic major not declared 0
   k. Other (please specify)
      -agriculture (1)
      -social work (1)
      -Environmental Education (1)
      -Science Writing (1)
      -Economic (1)
      -Psychology (1)
      -Music (1)
      -Anthropology (1)

3. **Board of Studies** (students only)
   -Anthropology 1
   -Astronomy 5
   -Astrophysics 2
   -Biology 25
   -Biochem 2
   -Chemistry 45
   -Computer Engineering 22
   -Computer and Information Sciences 14
   -Earth Sciences 34
   -Economic 1
   -Education 1
   -Environmental Studis 3
   -Marine Sciences 18
   -Math 11
   -Physics 21
   -SJSU-Social Work 1
   -Science Writing 1
   -Sociology 1
   -Blank 3

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5. Other (please specify) _____

6. Years at UCSC _____
-unanswered (0)
-less than 1 year (0)
-4 months (0)
-.5 year (1)
-.67 year (1)
-1 year (34)
-1.5 years (4)
-1.67 (0)
-2 years (47)
-2.5 years (2)
-3 years (25)
-3.5 years (2)
-3.67 years (0)
-4 years (39)
-4.5 years (1)
-5 years (35)
-5+ years (0)
-6 years (11)
-7 years (5)
-8 years (2)
-9 years (2)
-10 years (2)
-12 years (0)
-13 years (0)
-21 years (0)
-23 years (0)
-24 years (0)
-26 years (0)

7.a. Do you use the resources of the Science Library? Yes 211 No 0
unanswered

b. If "yes", how often?
a. 2 or more times a week 106
b. Once a week 45
c. Once every 2 or 3 weeks 37
d. Once a month 21
e. Once every 3 or 4 months 2
f. Once a year 0
g. Not sure 0
-unanswered
-Other

c. If "no", please indicate your reasons.

_____

_____

_____

2. LIBRARY USE

(Check all that apply)

1. **Which of the following kinds of assistance have you received in using the Science Library?**

a. Orientation tour 43
b. Course-related instruction from the library staff 31
c. Individual assistance at the Reference Desk 183
d. Individual assistance at the Circulation Desk 168
e. Individual assistance in the Cowell Room 32
f. Individual appointment with a librarian 13
g. Help from friends or colleagues 81
h. Printed instructions 175
i. I have not received any assistance 4
-unansewred 1
-other
-special collections 1

2. **Please rank the following services or facilities for their importance to you.** (Circle a number from 1 to 5 to indicate the level of importance of each service.)

	NOT IMPORTANT	SOMEWHAT IMPORTANT	MODERATELY IMPORTANT	IMPORTANT	EXTREMELY IMPORTANT
Checking out reserve materials unanswered 6	35	31	34	54	47
Borrowing books unanswered 0	1	5	12	50	140
Phone renewals unanswered 8	39	22	36	48	56
Study rooms unanswered 8	60	42	36	33	21
New Book Display unanswered 7	75	38	40	32	17
Central reshelving area unanswered 12	29	38	54	47	23
Proxy borrowing for faculty unanswered 48	88	11	18	19	10
Using Interlibrary Loan unanswered 10	3	10	21	49	113
Using photocopy machines unanswered 4	14	13	24	37	116
Receiving help at the Reference Desk unanswered 2	5	12	35	67	38

Receiving help at the Reference Desk during evenings unanswered 6	17	42	45	57	41
Receiving help at the Reference Desk during weekends unanswered 5	26	37	48	51	37
Consulting library materials unanswered 19	9	5	26	59	87
Consulting CD Roms unanswered 12	51	41	32	46	33
Consulting Infoslug unanswered 12	63	40	39	31	20
Consulting Melvyl unanswered 7	5	5	12	48	132
Consulting Unix unanswered 14	70	29	38	29	30
Consulting other electronic resources unanswered 16	35	28	39	47	31
Appointment with librarian unanswered 15	98	42	30	17	9
Library tours unanswered 12	104	49	23	14	4
Group instruction in library use unanswered 13	99	50	23	22	7
Term paper/thesis assistance unanswered 13	78	33	34	31	17
Library as a place to study unanswered 4	28	20	38	36	40
Library as a place to socialize unanswered 8	154	29	10	4	0
Library brochures and handouts unanswered 9	42	48	42	38	17

Other (please specify)
-e-mail interlibrary loan orders--1
-change for photocopiers--1
-friendly service--1
-in formations on patents--1
-access to periodicals--1
-longterm checkout of periodicals--1
-last issue of journals/mags display--1
-current periodical reading rm--1
-new journal subscriptions based on requests for ILL-1
-technical (comp-sci) journals-1
-inspec/comp databases-1
-having better unix to access home servers/internet -1
-Library as a place to rest-1
-Current Journal/Periodicals-2
-Clean Restroom-2
-Library Shuttle to UCB-1
-Large amount of down time on xerox machine does not correspond with your otherwise high standards-1
-Fully detailed Melvyl reference manual-1
-more group study rooms-1
-vending machines and designated space for snacking-1

3. FUTURE LIBRARY USE

(Check all that apply)
1. **Which of the following kinds of assistance would be most helpful to you in the future?**

Instruction on how to search for books 46
Instruction on how to find periodical articles on my research topic 101
Instruction on the Science Library Cowell Room electronic resources 94
In-depth instruction on Melvyl databases 98
Help through individual consultation appointment with a reference librarian 35
Assistance from reference librarians at the Science Reference Desk 105
Instruction on how to find reserve material for my course 17
I do not expect to need help 16
Unanswered 8
Other (please specify)
- -Science citation index on-line/cd rom--1
- -subsrcibe to journal of computer Aided Molec. Design--1
- -improve Melvyl
- -Fast turn around of items to be placed on reserved
- -More staff perhaps, but in all, you do a good job
- -Computerized info on status of books

2. **Which of the following kinds of new services would be most helpful to you in the future?**

Answers to reference questions through electronic mail 109
Ordering all needed materials through any Melvyl databases 124
Electronic Reserves, such as lecture notes, exams, solutions, etc. 80
Notifications of overdue books, recalls and holds through electronic mail 164
Self-service checkout 67
Placing holds from the on-line catalog 93
Unanswered 6
Other (please specify)
- -photcopiers that always work
- -more online services
- -email interlibrary loan svcs (NRLF, spec. collections)
- -Placing holds from the on-line catalog will be abused
- -make copy of any patent
- -Longterm publication checkout
- -job hunting tools (eg:tex-sample resume and job register thru gopher)
- -night access
- -allow renewal thru e-mail
- -order interlibrary loan from remote melvyl login
- -copy machines on 1st and 3rd floor
- -add lo-priority for periodicals more than 5 years old.
- -better help screen in Melvyl
- -downloading remotely from Melvyl
- -see if book is checked out via melvyl
- -access to library afterhours
- -no to placing holds on-line catalog
- -renew by email
- -a frequently-asked-questions list
- -check ill status through infoslug
- -find out if a book is on the shelf via computer
- -New antiflash, antiheachache copiers that work
- -Faster interlibrary loan time
- -Check to see if books is checked out (status) from the terminal (Melvyl)
- -Interlibrary loan service through E-Mail
- -Find out who has the book I need
- -Additional journals
- -Avaliablilty of book info via telnet/Melvyl (4)

-Info on additional database (e.g. ECONET)
-Journal renewal
-Although you are doing great already
-More xeroxing facilities, maybe in each floor

3. **Do you have any suggestions for the Science Library of the future?**
(Please see Appendix D)

of people surveyed: 211
151 from Graduate students
60 from in house

Thank you for your help.

Science Library Survey Task Force
2/23/94

Appendix D
Summary of Suggestions from Graduate Students

Summary of Suggestions from Graduate Students

Photocopying
Photocopying was an area of primary concern for graduate students. Nine stressed the importance of fixing broken copy machines more rapidly. Eight requested more copy machines, especially copy machines on the third floor. Several requested copy machines with feeders and collators. Several wanted to be able to use the same copy card at the UCSC Copy Center (Communications Building), their Board offices, and the Library.

Periodicals
One student requested on-line periodical listings rather than just the serials list. (Apparently they were not aware this already exists.) Several had specific requests for journals the library should carry. Several expressed dissatisfaction with journal subscriptions that had been cancelled. One wanted the Science Library to subscribe to a daily newspaper—"who's going to go all the way to McHenry?" One said there should be some sort of shelf notice when an item is at the bindery. Several were dissatisfied with the no-checkout policy on QD journals. One suggested that only those in use for classes have "such a harsh restriction," and that the remainder be on 24-hr checkout. The other said that they wanted to be able to check out the QD journals just long enough to xerox them at their board office and avoid the long lines and broken photocopiers at the Science Library. One student asked that periodicals be reshelved more quickly.

Electronic Services
Two students wanted on-line access to Chemical Abstract Services (CAS). One said "find someone who knows how to use STN express and CA On-Line better." One wanted the Beilstein archive to be available on more computer workstations—"one is behind the reference desk and one does not work in the computer lab." One said how much they appreciated abstracts of Inspec articles being on-line and how much they were looking forward to being able to get the full text in postscript. One requested better computer terminals, saying some of the terminals downstairs had jammed keys. Another requested job hunting services through gopher. Another said, "Electronify all that can be electronified. Paper is dying, slow, and wasteful. 'Push electrons around, not paper.' "

Melvyl
One student suggested that the Science Library dedicate two or three laserprinters to Melvyl printing and get rid of the dot matrix printers. Three complained that the Melvyl interface was antiquated and confusing, expressing the desire for a menu-driven user interface that they could use with xwindows on their home workstation. One said that it took them years to find out that editors were listed as authors in Melvyl (a pa search). One said that Inspec wasn't current enough; two said they wanted to be able to search

further back than five years in Current Contents and other Melvyl periodical indexes.

Cowell Room
One student said they wanted the Cowell Room to be open longer hours. One said "I have had a couple of problems with lack of information from the Cowell Room staff person. Students working in the library should be trained not only in service but library tools. I felt as if I were bothering the student while he read his book in the Cowell Room. Very frustrating." Two requested better written documentation on the CD-ROM databases so they could help themselves more. Another requested network access for remote printing, especially with the Sigda CD-ROMS. One student wanted the CD-ROM databases to be available on-line through remote workstations. Four people wanted more email access.

ILL
Three students requested faster ILL service. One student suggested putting ILL on line through email. One person wanted to be able to order more than 10 journal articles at a time since their area of research (noncrystalline solids-glasses) for their Ph.D. was not covered much by the our collection. One person thanked the Science Library and the ILL department for help in finding thesis references.

Reserves
One person wanted placing materials on reserves to be an easier process.

Reference
Five students wanted increased hours at reference. One of them said, "The Reference Desk can *not* be replaced by individual appointments." Another said they wanted a more consistently staffed Reference Desk, ". . . no one is ever there. The Science Reference Desk is awesome!" One said, "start catering to the researchers and their requests. They pay for the Library!" One said they wanted the Reference Desk staff to wear nametags "so we know who they are and that they work there." Another said, the reference stack area should be for reference work only, not for studying. Another suggested that Library Instruction courses be advertised on-line.

Circulation
On-line information on the circulation status of library materials was a service requested by nine graduate students. Five wanted the checkout periods for faculty/staff to be shortened. Three students wanted to change journal circulation periods, with two of those students suggesting journals older than five years be circulated on a two-week basis "like UC San Francisco," and the third suggesting the same (two-week) circulation policy for journals older than one year. One wanted to be able to contact patrons for recalled material directly and anonymously through email. Five wanted the

Library to be open longer hours on Fridays and Saturdays. One wanted more study rooms.

Comments on Specific Parts of the Collection
One student requested more information on patents. One wanted more computer engineering and electrical engineering periodicals. One wanted more engineering books. One wanted "more references from the biological sciences in Latin America."

Comments on the Staff
Comments on the staff in all areas of the Science Library were generally very positive. One student said, "I would like to comment that the Circulation and Reference Desk staff are really helpful and go out of their way for me. I want to thank them for that." Another said, "Library staff are uniformly effective, pleasant, and willing and able to help. Thank you!" Another said, "This Library is very well run, even if it leaks!"

General Comments
Three students requested that food be available close-by the Science Library. One wanted the food and drink policy enforced—"I always find the area I work in a mess!" One said, "Work on climate control. It's freezing!" Two wanted the Library to be kept quieter. One wanted better ventilation, more wide tables and fewer cubicles. One wanted chairs more comfortable for very tall people. One wanted a suggestion box in the Science Library. Three wanted call number maps in the Science Library and more signage. "Make it easier to find books." One wanted journals filed alphabetically rather than by call number. One made a plea for maintaining the Science Library's personal touch while still developing electronic literacy—"Your questions re: future services make me nervous as they all seem to be about replacing personal contact with electronic contact. Aside from the social concern about loss of jobs, I would just like to comment that although electronic services such as email are undoubtedly convenient and time conserving, they can also be confusing and intimidating. So while making more services available through electronic means will be an excellent innovation, I hope you're not planning to use them to replace personal services."

Many graduate students had very favorable comments on the Science Library:

> "I think UCSC has some of the nicest libraries around. Its standards are standards libraries should be held to."

> "As a graduate student I have used several science libraries, at various campuses. The UCSC Science Library is very impressive! Keep up the great work."

"The Science Library is a beautiful building (probably the nicest on campus), a pleasant place to study, and the staff has always been very helpful."

". . . you are simply an excellent library!"

Appendix E
Statistical Results from Undergraduate Students

Statistical Results
SURVEY QUESTIONNAIRE
SCIENCE LIBRARY
UCSC
Undergraduate Students

1994

(The confidentiality of individual participants and their questionnaires will be protected.)

1. BACKGROUND INFORMATION

(Check that applies to you)

1. **Status**
   a. Faculty 0
   b. Staff 0
   c. Graduate Student 0
   d. Undergraduate 476
   e. General public 0
   f. Other (please specify)
   0

2. **Which of the following is your area of academic interest?**
   a. Astronomy 13
   b. Biological sciences 218
   c. Chemistry 55
   d. Computer science and engineering 38
   e. Earth science 13
   f. Environmental science 45
   g. Marine science 43
   h. Mathematics 42
   i. Physics 32
   j. Academic major not declared 9
   k. Other (please specify)

-American studies (2)
-Anthopology(7)
-Art (1)
-Art/history (1)
-Bio-botany
-Biochemistry (1)
-Biomedicine (1)
-Business (1)
-Commuinity studies (2)
-Ecology (4)
-Economics (13)
-Engineering (1)
-Environmental economics (1)
-Environmental Politics (1)
-European history (1)
-Food Sciences (1)
-History (7)
-Language studies (2)
-Latin American studies (3)
-Legal Studies (2)
-Linguistics (2)
-Literature (7)
-Mechanical engineering (1)
-Medical and psychosocial (1)
-Modern literature (2)
-Philosophy (5)
-Politics (6)
-Psychobiology (2)
-Psychology (9)
-Public health (1)

-Recreation (1)
-Russian studies (1)
-Sociology (5)
-Theater Arts (1)
-Unanswered (3)
-Women's studies (4)

(Please indicate)
3. **Board of studies** (Students only) _____
-American Studies (2)
-Anthropology (11)
-Art (2)
-Astronomy and Astrophysics (1)
-Biochemistry (15)
-Biology (168)
-Biology and Molecular Biology(1)
-Chemistry (33)
-Community Studies (2)
-Computer and informational Sciences (27)
-Computer Engineering (14)
-Earth Science (9)
-Economics (16)
-Environmental Science (35)
-Food Sciences (1)
-History (5)
-Humanities (1)
-Language Studies (2)
-Latin American Studies (4)
-Legal Studies (3)
-Linguistics (2)
-Literature (5)
-Marine Sciences (21)
-Math (11)
-Math minor (6)
-Mathmatics (9)
-Molecular Biology (1)
-MCD Biology (2)
-Philosophy (3)
-Physics (30)
-Politics (8)
-Psychobiology (3)
-Psychology (14)
-Russian studies(1)
-Science (2)
-Social Work (1)
-Sociology (4)
-Theater Arts (1)
-Women Studies (3)
-Unanswered (19)
-Undeclared (1)

5. **Other (please specify)** _____

6. **Years at UCSC** _____
-unanswered (12)
-less than 1 year (23)
-4 months (1)
-.5 year (1)
-1 year (86)
-1.5 years (7)
-1.67 (3)
-2 years (115)

-2.5 years (17)
-3 years (93)
-3.5 years (4)
-3.67 (2)
-4 years (78)
-5 years (4)
-5+ years (11)
-6 years (1)
-9 years (1)

7.a. **Do you use the resources of the Science Library?** Yes 439 No 12
unanswered (2)

b. **If "yes", how often?**
a. 2 or more times a week 295
b. Once a week 99
c. Once every 2 or 3 weeks 33
d. Once a month 20
e. Once every 3 or 4 months 9
f. Once a year 3
g. Not sure 6
-unanswered (1)
-Other
5-6 times/week (1)
once every 4 yrs. (1)
Everyday (3)

c. **If "no", please indicate your reasons.**

_____

_____

_____

-I visit whenever I have a science class.
-I'm a sociology major
-I only come because modern and light is good reading, when need resources-McHenry
-I only come to read and write, resources here aren't for my major
-never come up this way
-Because it is only science stuff
-Humanities major
-If I am doing research, I go to Mchenry, but I come here to study...facility is newer and quieter than McHenry
-Quiet, relaxing atmosphere
-The only "resources" I even use at the sci. lib. are the table and chair for a quiet place to study
-Use library to study (2)

2. LIBRARY USE

(Check all that apply)
1. **Which of the following kinds of assistance have you received in using the Science Library?**

a. Orientation tour 87
b. Course-related instruction from the library staff 128
c. Individual assistance at the Reference Desk 344
d. Individual assistance at the Circulation Desk 271
e. Individual assistance in the Cowell Room 101
f. Individual appointment with a librarian 14
g. Help from friends or colleagues 287
h. Printed instructions 193
i. I have not received any assistance 48
-unansewred (3)

2. **Please rank the following services or facilities for their importance to you.** (Circle a number from 1 to 5 to indicate the level of importance of each service.)

	NOT IMPORTANT	SOMEWHAT IMPORTANT	MODERATELY IMPORTANT	IMPORTANT	EXTREMELY IMPORTANT
Checking out reserve materials unanswered 4	22	8	27	65	285
Borrowing books unanswered 9	30	30	69	144	184
Phone renewals unanswered 18	87	48	86	94	128
Study rooms unanswered 6	28	32	69	136	180
New Book Display unanswered 21	172	125	97	29	26
Central reshelving area unanswered 28	97	94	119	72	56
Proxy borrowing for faculty unanswered 136	189	44	55	26	21
Using Interlibrary Loan unanswered 28	102	65	80	95	91
Using photocopy machines unanswered 1	8	9	31	97	309
Receiving help at the Reference Desk unanswered 7	23	28	70	135	191

Receiving help at the Reference Desk during evenings unanswered 10	41	36	88	128	151
Receiving help at the Reference Desk during weekends unanswered 11	46	48	88	125	143
Consulting library materials unanswered 19	32	25	72	142	149
Consulting CD Roms unanswered 41	122	78	90	76	48
Consulting Infoslug unanswered 42	136	76	84	66	54
Consulting Melvyl unanswered 8	39	25	44	135	200
Consulting Unix unanswered 19	81	46	55	97	154
Consulting other electronic resources unanswered 41	150	70	83	78	61
Appointment with librarian unanswered 48	197	121	61	29	14
Library tours unanswered 30	211	97	96	43	11
Group instruction in library use unanswered 30	174	91	119	60	31
Term paper/thesis assistance unanswered 23	79	45	72	124	143
Library as a place to study unanswered 1	9	10	27	101	325
Library as a place to socialize unanswered 16	218	102	75	40	31
Library brochures and handouts unanswered 43	128	110	104	77	29

Other (please specify)

1) Putting books in order when shelving.
2) Large amount of down-time on your xeroxes does not correspond with you otherwise high standards."
3) food stand
4) xerox
5) all reserve material available
6) The chairs/tables in here are wonderful. To feel comfortable in a library is completely new to me,
encouraging to come and want to stay.
More guidelines written or available on use of CD ROMS"
Quiet study area.
7) a place to eat
8) periodicals (3)
9) self-research
11) noise control (2)
12) a place to sleep (2)
13) cleanliness, she likes lack of dust because she has allergies
14) cafe
15) fix the copy machines
16) another copy room
17) clean bathrooms and put in more tp
18) Location for group study
19) 24 hour access
20) Quiet
21) Library hours should be expanded to accomodate all students--(during weekends Ie:Friday and Saturday)
22) Slightly warmer temperature
23) coffee
24) longer study hours
25) temperture of the library--the large # of hours that I spend here weekly makes this aspect of the library an extremely important one to me; Generally, I feel that the temperture is too low here--at times, it makes it very difficult to study here.
26) Study room reservation
27) Computer room open the same hours as library.
28) Open Friday and Saturday Nights.
29) Current Journals
30) Unix Access
31) Copying machines

3. FUTURE LIBRARY USE

(Check all that apply)

1. **Which of the following kinds of assistance would be most helpful to you in the future?**

Instruction on how to search for books 186
Instruction on how to find periodical articles on my research topic 276
Instruction on the Science Library Cowell Room electronic resources 232
In-depth instruction on Melvyl databases 234
Help through individual consultation appointment with a reference librarian 82
Assistance from reference librarians at the Science Reference Desk 175
Instruction on how to find reserve material for my course 103
I do not expect to need help 62
Unanswered 4
Other (please specify)

1) "Printed detailed material for electronic resources."
2) "Better books in biomedicine"
3) "Interlibrary loan personnel at Science Library"
4) "Help with UNIX"
5) "Clearer maps with information on what is located on which floor. It's much clearer at McHenry."
6) "As long as there are printed handouts I will be okay"
7) " moitors making sure people to be quiet"
8) " more and better materials"
9) " To be able to print off unix accounts in the library"
10) "The assistance offered is sufficient"
11) "Internet and other database full text resources"
12) "Interlibrary loan personal at Science Library"
13) "Library Tours for new students"

2. **Which of the following kinds of new services would be most helpful to you in the future?**

Answers to reference questions through electronic mail 195
Ordering all needed materials through any Melvyl databases 195
Electronic Reserves, such as lecture notes, exams, solutions, etc. 276
Notifications of overdue books, recalls and holds through electronic mail 223
Self-service checkout 172
Placing holds from the on-line catalog 154
Unanswered 5
Other (please specify)

1) Better specification on where books are located; Bigger signs!
2) Being able to check holdings and due dates of materials in my name and holding info of all materials (i.e., "checked out til...," or "available" etc.) at the terminals. Better copy machines, two-sided printing! More machines!
3) Having better copy machines that reduce and enlarge.
4) Better interlibrary loan facilities
5) Get more functioning copying machines
6) New copying machines which work all the time
7) Melvyl circulation information--(3)
8) Easier access to checked out books
9) Research articles and journals available on unix somehow (by scanning or otherwise) Maybe on CD ROMS
10) Renewal through electronic mail
11) Not placing holds on-line
12) 24 hour-hours
13) Checking out computer software

14) Monitors making sure people to be quiet
15) Some harsher way to insure that other library users:
    a. don't litter and deface library property
    b. actually bring materials back when they say they will
16) CD ROMS -laser Disc information resorces

17) No new services needed in my opinion
18) We need up to date books and materials such as reclaimed water wastewater pricing.
19) Magazines on CD ROMS
20) Drop in Reference Librarians

3. **Do you have any suggestions for the Science Library of the future?**
   (Please see Appendix F)

of people surveyed: 476

Thank you for your help.

Science Library Survey Task Force
2/23/94

Appendix F
Summary of Suggestions from Undergraduate Students

Summary of Suggestions from Undergraduate Students

Photocopying
Undergraduate students singled out photocopying most often as a problematic area in Science Library services. Thirty-five expressed dissatisfaction with current levels of service, many of them vociferously. One commented, "Large amounts of down-time on your xeroxes do not correspond with your otherwise high standards." Many expressed a desire for more machines, for machines which enlarge and reduce, which make two-sided copies. One wished for a scanner.

Periodicals
Three students said they wished for quicker reshelving of periodicals. One didn't want journals sent to NRLF. Several urged the Library not to cancel journal subscriptions.

Electronic Services
UNIX access was an area of primary concern for undergraduate students. Nine said they wanted more UNIX terminals in the Library. One said they wanted UNIX terminals available after 9 p.m. Many students stressed the importance of email access through UNIX. One suggested that the Library offer campus-wide instruction on remote searching available through email. Several said they wanted more written documentation for electronic resources. One wanted a Macintosh Lab in the Science Library. One wanted to be able to checkout computer software from the Library.

Melvyl
Several students wanted clearer written documentation on Melvyl. Several wanted more library instruction on Melvyl.

Cowell Room
Four students wanted the Cowell Room to be open longer hours. One said they would like more instruction on "what you can do with the electronic resources of the Cowell Room." One said the Cowell Room needed more knowledgeable staff.

ILL
Several students complained about the slowness of ILL service. One suggested the Science Library have its own ILL office.

Reserves
Four students were dissatisfied with the speed at which material was put on reserve. Two complained about reserves fines being too steep. One said the Reserves staff needed to be friendlier. One said that they liked the idea of electronic reserves, but were worried that it would make putting material on

reserve even slower. That same student also wanted to make sure they would be able to print the material available on electronic reserves. One said they wanted the reserves periods to be longer. One thanked Reserves for making calculators available.

Reference

Several students said they wanted reference service expanded to more hours at night, more librarians on the desk, etc. One wanted more specific training for students on chemistry reference resources. One suggested a copy of the *Merck Manual* and the *CRC Handbook* be placed on reserve, or anchored to the wall in some fashion so they would always be available. One complained that they had an appointment with a reference librarian, but were not called when the librarian got sick and could not make the appointment. They also felt that librarians should "genuinely help students, rather than just handing over an 'answer sheet' and then leaving." Two students wanted stack copies of reference books. One wanted personal drop-in consultation hours with reference librarians. One critiqued the library tour, "I've been on two library tours and neither of them got past the Reference Desk. I was not shown the Cowell Room or the Current Periodicals Room, where the UNIX terminals were, etc." One thanked Reference for having office supplies available.

Circulation

Other than photocopying, hours of operation were the most frequently commented on topic on the survey. Thirty-four students expressed a desire for longer Science Library hours. Twenty-five of these students wanted longer hours on Friday and Saturday nights. Eight students wanted the Science Library to be open 24 hours. One wanted the Library to be open on school holidays for study hall only. In fact, many of the students who wanted the Library to be open longer hours said they would be happy with a study-hall-only service, like the study halls at McHenry.

Study rooms were also a primary area of concern for undergraduates. Five students wanted more group study rooms available. One wanted study room reserve periods to be for three hours instead of two. One wanted to be able to reserve study rooms through email or over the telephone. One complained about late fines for study rooms, "Being late happens and the following room renters are civilized enough to inform current 'tenants' of time." Another said, "Encourage the use of study rooms. A lot of students don't know about them." One said, "Thanks for having one study room open for walk-in study sessions." Another suggested that the "current room reservatión system should continue, but when some rooms aren't 'checked-out' they should be left open for use by others, priority to groups."

Another popular request was for circulation information to be available on-line to students through Melvyl. Eight students requested this service. One said they wanted to be able to renew books through email. Another said they

wanted to be able to request books through email and come pick them up at the Library. One said they wanted self-service renewal by computer.

Other circulation suggestions: One student suggested that the Science Library negotiate with the Chemistry Board to change the no-checkout policy on chemistry journals. One student complained about having been charged a fine for a book they had returned to the Library. One said they didn't want electronic on-line holds to be possible. One said, "Please find some harsher ways to insure that other library users don't litter and deface library property, and bring materials back when they say they will."

Comments on Specific Parts of the Collection

Requests were made for the following improvements to the collection:

Better books on biomedicine
More current books on reclaimed water wastewater pricing
expanded, updated marine mammal collection
expanded California marine ecology collection
materials on automotive engineering
more materials on health science
"More books. All the important stuff is at the other UC's"

Comments on the Staff

Comments on the staff were generally very favorable. The few negative comments addressed some rudeness students had encountered:

> "Your personnel are noticeably more cold and standoffish than the staff at McHenry. (Sorry, but it's really glaring)."
>
> "Some of your library staff are very rude."

But the majority of comments were positive. A few samples:

> "I think your reference librarian staff is topnotch. They are always incredibly helpful and seem to go out of their way to show you."
>
> "The Circulation staff is friendly and very helpful."
>
> "I come here all the time and receive fast, friendly service."
>
> "Don't get rid of the people working here."
>
> "The employees are nice."

General Comments

The unavailability of food on Science Hill was another major concern for undergraduate students. Twenty-one students expressed a desire for food or

coffee; many of them requested more than vending machines or a snack cart, suggesting that there be a cafe or at least a lounge designated for food consumption.

Noise was another primary concern. Fifteen students complained about noise in the Science Library. Students had a variety of suggestions for dealing with the noise, from designated quiet floors to roving security guards enforcing quiet policies, to a designated area for lap-top computers which are "distracting," to quieter book carts ("the current ones squeak").

Climate control was also a concern of thirteen students, many of whom complained of being too cold.

Cleanliness was another area of concern. One student said they really appreciated the lack of dust at the Science Library since they have chronic allergies. Several wanted cleaner bathrooms. One wanted the windows to be cleaner.

Signage was also important to many students; they wanted bigger and clearer signs. One said the signs were much clearer at McHenry. Another said, "The Science Library is great, once you figure out how to use it!"

Other specific requests:

"change light bulbs when they burn out in study areas."
"Turn off the lights after closing. This is the 1990s!"
"More drinking fountains."
"Lockers"
"More garbage cans"
"A tunnel with an elevator to McHenry."
"A comment board."
"A recycling bin by the front door."

Several students were very impressed with the Science Library:

"You're doing a beautiful job!"

"To feel comfortable in a library is completely new to me."

"It's actually a pretty cool place. I wouldn't (can't think of anything) change anything."

Appendix G
Statistical Results from General Public and Others

SURVEY QUESTIONNAIRE
SCIENCE LIBRARY
UCSC
General Public/Others

1994

(The confidentiality of individual participants and their questionnaires will be protected.)

1. BACKGROUND INFORMATION

(Check that applies to you)

1. **Status**
   a. Faculty ___
   b. Staff ___
   c. Graduate Student ___
   d. Undergraduate ___
   e. General public 9
   f. Other (please specify)
      -Alumni (5)
      -Graduate Candidâte
      -Grad student on leave of abscence
      -SJSU student, undergrad
      -Emeritus
      -Concurrent Enrollment (2)
      -Concurrent Enrollment student with BA in Bio fr UCSC
      -High School Student
      -Visiting scholar
      -Berkeley Grad student/UCSC Faculty spouse
      -Cabrillo students (2)
      -Grad student at Cornell and UCSC alumni
      -Graduated w/ a B.S.
      -Guest

2. **Which of the following is your area of academic interest?**
   a. Astronomy 1
   b. Biological sciences 11
   c. Chemistry 4
   d. Computer science and engineering 5
   e. Earth science s 5
   f. Environmental science 7
   g. Marine science 5
   h. Mathematics 3
   i. Physics 2
   j. Academic major not declared 1
   k. Other (please specify)
      -Busines
      -Health
      -Social Sciences
      -Education
      -Ecology/ornithology
      -Psychology/neurosciences
      Science

(Please indicate)

3. **Board of studies** (Students only) _____
   -Math
   -Biology (2)
   -Geology

4. **Campus unit** (Faculty and Staff only) _____
   -College eight

5. **Other (please specify)** _____
   -Open University
   -Alumnus
   -Programmer
   -Department of Geol. and Geophys., UCB
   -UCR graduate

6. **Years at UCSC** _____
   -79/80-86/87
   -1988-91
   -9 months (1)
   -2 years (1)
   -3years (1)
   -4 years (1)
   -7years (2)
   -24 years (1)

7.a. **Do you use the resources of the Science Library?** Yes 26 No 2 blank (1)

b. **If "yes", how often?**
   a. 2 or more times a week 5
   b. Once a week 3
   c. Once every 2 or 3 weeks 2
   d. Once a month 5
   Blank (5)
   e. Once every 3 or 4 months 6
   f. Once a year 2
   g. Not sure 1

c. **If "no", please indicate your reasons.**
   -I'm in High School
   -Haven't needed the info. here

_____

_____

_____

2. LIBRARY USE

(Check all that apply)
1. **Which of the following kinds of assistance have you received in using the Science Library?**

a. Orientation tour 0
b. Course-related instruction from the library staff 4
c. Individual assistance at the Reference Desk 22
d. Individual assistance at the Circulation Desk 12
e. Individual assistance in the Cowell Room 2
f. Individual appointment with a librarian 1
g. Help from friends or colleagues 5
h. Printed instructions 10
i. I have not received any assistance 1
Blank (1)

2. **Please rank the following services or facilities for their importance to you.** (Circle a number from 1 to 5 to indicate the level of importance of each service.)

	NOT IMPORTANT	SOMEWHAT IMPORTANT	MODERATELY IMPORTANT	IMPORTANT	EXTREMELY IMPORTANT
Checking out reserve materials Unanswered 6	8	4	3	3	5
Borrowing books Unswered 3	0	1	3	6	16
Phone renewals Unswered 4	4	2	1	9	9
Study rooms Unanswered 4	7	4	4	5	5
New Book Display Unanswered 6	5	4	7	3	4
Central reshelving area Unanswered 8	7	2	6	7	1
Proxy borrowing for faculty Unanswered 13	9	1	3	1	2
Using Interlibrary Loan Unanswered 7	7	0	3	4	8
Using photocopy machines Unswered 3	0	1	1	5	19
Receiving help at the Reference Desk Unanswered 4	1	1	1	5	17
Receiving help at the Reference Desk during evenings Unanswered 5	2	2	4	3	13
Receiving help at the Reference Desk during weekends unanswered 6	1	2	4	5	11

Consulting library materials unanswered 7	3	0	3	4	12
Consulting CD Roms Unanswered 7	4	4	5	3	6
Consulting Infoslug Unanswered 10	7	4	3	1	4
Consulting Melvyl Unanswered 4	0	1	2	6	16
Consulting Unix unanswered 9	7	2	4	3	4
Consulting other electronic resources Unanswered 6	4	6	2	5	6
Appointment with librarian unanswered 5	14	3	7	0	0
Library tours Unanswered 6	14	1	3	4	1
Group instruction in library use Unanswered 6	13	2	6	2	0
Term paper/thesis assistance unanswered 6	11	0	2	5	5
Library as a place to study unanswered 4	4	2	5	1	13
Library as a place to socialize unanswered 4	20	1	1	1	0
Library brochures and handouts unanswered 6	7	5	4	3	4
Other (please specify) -keep funding for buying research journals for Ph.D -Major periodicals and publications	1	2	3	4	5

3. FUTURE LIBRARY USE

(Check all that apply)
1. **Which of the following kinds of assistance would be most helpful to you in the future?**

Instruction on how to search for books 11
Instruction on how to find periodical articles on my research topic 17
Instruction on the Science Library Cowell Room electronic resources 12
In-depth instruction on Melvyl databases 12
Help through individual consultation appointment with a reference librarian 6
Assistance from reference librarians at the Science Reference Desk 13
Instruction on how to find reserve material for my course 3
I do not expect to need help 1
Blank 5
Other (please specify)_____

2. **Which of the following kinds of new services would be most helpful to you in the future?**

Answers to reference questions through electronic mail 11
Ordering all needed materials through any Melvyl databases 10
Electronic Reserves, such as lecture notes, exams, solutions, etc. 4
Notifications of overdue books, recalls and holds through electronic mail 6
Self-service checkout 9
Placing holds from the on-line catalog 6
Blank 10
Other (please specify)_____

3. **Do you have any suggestions for the Science Library of the future?**
(Please see Appendix H)

Total Number of participants: 29

Thank you for your help.

Science Library Survey Task Force
2/23/94

Appendix H
Summary of Suggestions from General Public and Others

Summary of Suggestions from General Public/Other

Photocopying
Two patrons said they wanted more copy machines.

ILL
One patron said they wanted faster ILL service.

Periodicals
One patron protested the cancellation of subscriptions.

Reference
One patron said, "Continue the much needed Reference Desk; the people have inspired me to keep on with search when I have given up."

One said, "Retain excellent Reference Desk staff"

Another said, "Reference help is sometimes minimal"

General Comments
Cleanliness was an area of concern for two patrons. One said, "clean the dust off the shelves," another said, "have signs telling students not to put dirty shoes on fabric chairs."

One patron singled out climate control as a problem, saying it was too cold.

One patron wanted longer hours of service.

Patrons had many favorable comments:

"Perfect--excellent library"
"Excellent source of material/resources"
"Keep up the great work. Thank you very much. Life would not be the same without the continuation of a healthy (financially/jobwise) library."

Appendix I
A List of Focus Group Interview Questions

FOCUS GROUP INTERVIEWS
SCIENCE LIBRARY

A List of Interview Questions

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?

2. What stands out especially in the Cowell Room?

Semistructured questions (Type B: stimulus structured, response free)

3. How do you feel about the Science Library collection?

4. You are used to printed sources (such as: books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as: MELVYL, CD ROMS, INFOSLUG, etc.).

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:
MELVYL databases,
Electronic Reserves,
CD ROM databases,
and Infoslug, etc.?

5. How satisfied are you with our services such as:
Circulation/Reserves,
ILL/Fax project,
Reference Desk service,
Consultation and
Instructional Support, etc.?

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

7. What do you think about the Science Library hours?
What about the Science Library's reference hours and the Cowell Room hours?

8. What sources do you rely on in the Science Library?

9. How do you find the information you need in the Science Library?

10. What is your biggest concern in finding information?

11. How easy is it to find what you need in the Science Library?

12. Are there other services you would like the Science Library to offer?

Appendix J
Summaries of Each Focus Group Interview

Time: May 5, 1994, 2-3 p.m.
Room: Rm 332 Science Library
User Status: Freshmen and Sophomores
Facilitator: Bill Proudfoot

Interview Summary

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?

The spaciousness, the big study tables, and the long glass windows which create a very good environment for reading and studying were the things about the Science Library which impressed the students the most.

2. What stands out especially in the Cowell Room?

Students felt the old terminals for access to UNIX were inadequate. They complained about there being no <tab> key on the keyboards, and about the fact that some terminals don't even have an <escape> key, which is a big problem when students are using "vi" in the UNIX shell. Students felt that the Cowell Room was big enough for some additional computers. Generally, they appreciated not having to pay for printouts from the computers.

Semistructured questions (Type B: stimulus-structured, response free)

3. How do you feel about the Science Library collection?

One student wondered if a general science dictionary was available in the Science Library. If not, a dictionary for general scientific terms would be helpful for her.

Students also commented on the difficultly they sometimes have in locating books in the library, which are scattered between the copy rooms, reshelving area, and the stacks. Although students believe that the library owns particular books, they cannot find them on the shelves. They suggested that books be reshelved as quickly as possible, so they can be located more efficiently.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

Melvyl is difficult to operate, especially for beginners. Some students thought that if they could simply type in the title of the book and find out whether or not the library has it, that would be an easier system to operate.

In general, the students thought that the commands in Melvyl were confusing. Most of the students said that if a class or section on Melvyl instruction were offered, it would help them a lot. Since they missed most of these kinds of sections at the beginning of fall quarter, they hoped that the library would offer similar sections in the following quarters. Some students did think that once they became familiar with the Melvyl database it was a helpful computer system for research.

Computers

Students said they would like to have Excel and word processing programs on the library computers.

Electronic Reserve/CD ROMs

No students in this group were familiar with electronic reserves, and some of them did not know about the CD ROMs. They asked to be informed of new library services.

5. How satisfied are you with our services such as:

Circulation/Reserves
ILL/Fax project
Reference Desk service
Consultation and Instructional Support etc.?

Reserves

Students wondered if they could have instructor's notes, transparences, and past exams on reserve for every class.

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

Students said they usually only found one person at the Reference Desk. They thought reserves has enough staff while the Reference Desk doesn't have enough. They felt that most of the staff are nice and helpful.

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?

Library

Some students felt that it would be convenient if the library could be open for more weekend hours. Since students are likely to get up late during weekends, if the library closes early during those times they can use the library only about three to four hours during a weekend.

Cowell Room

Students said they would appreciate it if the Cowell Room could have longer opening hours. Overall, they are satisfied with the hours of service now.

8. What sources do you rely on in the Science Library?

no answer

9. How do you find the information you need in the Science Library?

no answer

10. What is your biggest concern in finding information?

Students were concerned about the availability of books. They hope librarians can reshelve the books as quickly as possible.

11. How easy is it to find what you need in the Science Library?

no answer

12. Are there other services you would like the Science Library to offer?

Students wanted to know where could they return a copy card which no longer had value. In other words, was there a way that they could turn in the non-value copy card and get back the money they spent on the plastic card?

Climate control was another area of concern. Students felt that the third floor is a little bit hot in the afternoon, and the basement a little bit too cold, especially when they sit close to the stone wall. One student suggested having air circulation in the stairway and hallway.

One student suggested the library have some lockers outside the library. Sometimes people go shopping before they come to the library. It would be a convenience if they could put their commodities in a locker before they enter the library.

A student suggested having more study rooms. During final examination periods most of the study rooms are fully booked.

Time: May 5, 1994 12-1pm
Room: Rm 332, Science Library
User Status: International Graduate Students
Facilitator: Eliza Lau

Interview Summary

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?
The students said they liked the environment of the library. Since they came to the United States from different places, they compared this library with the libraries in their own countries. They like this library a lot. Most of them said they appreciated the fact that they have a lot of space, and that they can stay in the library all day long.

2. What stands out especially in the Cowell Room?
They said they did not have many chances to use the Cowell Room. As a result, they don't pay much attention to it.

Semistructured questions (Type B: stimulus-structured, response free)

3. How do you feel about the Science Library collection?
They think the library collection is adequate. Since journals are the resources that they rely on heavily, they are frustrated when they do not get certain journals on time. The journals to which our library has subscribed arrive a lot later here than at universities on the East Coast. The students wondered why the journals take so long to appear in this library. If individuals subscribe to the journals, they receive them faster than the Science Library. They cannot use ILL to get these journals, because UCSC is going to get the journals sooner or later. Basically, they can never have the journals on time.

Students felt that their projects or paper topics largely depended on the availability of information, rather than on their interest in certain subjects. They hoped that improvements in the library collection could offer them a more satisfactory service.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

They do not have a big problem in using Melvyl.

5. How satisfied are you with our services such as:

Circulation/Reserves
ILL/Fax project
Reference Desk service
Consultation and Instructional Support etc.?

Fax Project

Students know that the fax project is for staff and faculty right now. Whenever they find something through Melvyl, and the material needs to be received through fax, they will ask the instructor to use the service and get the materials for them. They would appreciate it if they could have the same service. Then they would not have to bother the instructors too often.

Interlibrary loan

Students felt that ILL is not efficient enough. The things they ask for through ILL never get to them on time.

Circulation

Graduate students said they did not like the system of checking out books for one year. They thought the one-year period gives students a chance to take advantage. They can let the books sit on their shelf for one year, and when other students need them, they can never get them. Someone suggested shortening the period to one to two months.

Graduate students appreciated the change from a card system to a computerized system. Since they pay a lot, they do expect the best service.

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

A student talked about her experience. Once she had some problems with a certain Melvyl command. She came up to the Reference Desk and the librarian asked her to come back later because the only person who knew the computer system was not around. She came back another time; another librarian mentioned the same name of that person but still, the student didn't have a chance to talk to that person. Finally, someone passed her message to

this person who knew the computer, and he told her that was one of the defects of that computer program. The student used about a month to figure out a problem which cannot be fixed at this moment. She wondered why the librarian didn't let her talk to the person who could answer her question in the first place. In that case, probably she could have saved a lot of time and got the answer more efficiently. This experience really gave the students a bad impression about how inefficient the library staff is.

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?
Graduate students generally go to the library on Friday and Saturday and yet the library closes early on these two days.

8. What sources do you rely on in the Science Library?
no answer

9. How do you find the information you need in the Science Library?
no answer

10. What is your biggest concern in finding information?
Some students complained about the call number system. Some suggested changing the system to alphabetical order.

11. How easy is it to find what you need in the Science Library?
no answer

12. Are there other services you would like the Science Library to offer?
Graduate students would like to have copying machines on every floor of the library. This way, they would not have to carry a stack of books up and down. They said that they would appreciate one or two copying machines reserved for them.

Even though users cover the machines to make copies, the flashing light is still too bright. Even when they close their eyes, they can still feel the strong light. New copying machines would not have that problem.

Time: May 3, 1994 12:30 p.m.-1:30 p.m.
Room: Natural Sciences 4, Rm. 210
User Status: Minority students
Facilitator: Eliza Lau

Interview Summary

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?

The students appreciated the design of the library—the quiet and clean environment and the big glass windows which let in lots of sunshine.

2. What stands out especially in the Cowell Room?

Students wanted to have more computers with UNIX access in the Cowell Room. They wondered if the Cowell Room could be open exactly the same hours as the library.

Semistructured questions (Type B: stimulus-structured, response free)

3. How do you feel about the Science Library collection?

Students felt that the book collection is adequate, however they have problems finding the books on the shelves most of the time. The books are either being checked-out or haven't been re-shelved yet.

One student tried to find twenty books which were supposed to be in the library but only four of the books were on the shelf.

Students wondered if they could have a way to contact patrons who have checked out books they need, in order to find out when they could get the books. They felt they could negotiate and compromise with each other. They suggested if patrons borrow books on subjects not extensively covered in the collection, that they be asked to give their names, telephone numbers and probably addresses to the library, thereby providing information for the next potential borrower.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

Melvyl appears to be a helpful system, but the database is not user-friendly. Though manuals for beginners are available beside the Melvyl terminals, the manuals are not self- explanatory. Also, Melvyl does not show the availability of books. It is a lot of trouble to go to the circulation or reference desk and check on the status of a book. One student suggested having a database that users can access by just clicking on the screen. This way, people wouldn't have to use a lot of time learning how to use the database before they can actually do research.

Electronic Reserves:

Students were not aware that there is or there will be such a service. They said they would appreciate it if the library would find an efficient way to promote all new services.

5. How satisfied are you with our services such as:

Circulation/Reserves
ILL/Fax project
Reference Desk service
Consultation and Instructional Support etc.?

Interlibrary Loan (ILL)

It takes a long time for students to get books from ILL. One student had asked for a book through ILL and she didn't receive it until the next quarter. By that time, she didn't need the book anymore. It took three months for the book to arrive.

Study Rooms

One student complained that people couldn't bring the key out of the study rooms. They have to take turns going to the bathroom because they have to leave one person in the room to keep the key. (The key will emit a "beep" if they bring it out of the study room). Not allowing students to bring the key out of the library is acceptable; however not letting them taking it out of the room is too strict.

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?
no answer

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?
Students said they would appreciate it if the library could extend hours during midterms and final exam periods. Someone even suggested having the library open overnight during the week of finals.

8. What sources do you rely on in the Science Library?
Basically, students depend on the books, journals and periodicals in the library. Also, they find the library a good place to read, meet people, and rest.

9. How do you find the information you need in the Science Library?
no answer

10. What is your biggest concern in finding information?
Students were concerned the most about the availability of books and journals. Since the quarter system is so short, it causes a lot of stress if the academic resources are not available at the time they need them.

11. How easy is it to find what you need in the Science Library?
no answer

12. Are there other services you would like the Science Library to offer?
In general, people in this group felt satisfied with the Science Library. They find it moderately easy to locate the information they need. Someone in the group suggested that the library have a small room or section for eating. However, they still wanted to keep the prohibition on drinking and eating in most parts of the library. After all, they appreciate the clean and quiet environment. If having a small snack bar would spoil the environment, they would rather keep it clean, and not have the eating section.

Time: May 12, 1994 2-3 p.m.
Room: Rm 332, Science Library
User Status: Graduate students
Facilitator: Bill Proudfoot

Interview Summary

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?

Students liked the layout of the building. Some students liked the current periodicals room and some were impressed because the library obtains new books efficiently. Some students appreciated the Melvyl system a lot. Some liked Interlibrary Loan Service because they had not had that service before.

2. What stands out especially in the Cowell Room?

Students said they do not use the Cowell Room much because they do not know what kind of services it is offering. They only go there to check e-mail. They assumed that they missed the orientations which introduced what different services are available at the Cowell room. As a result, they are not well-informed about the services that the Cowell Room is offering.

Students felt that flyers at the library telling patrons about the services which are available would be useful in keeping them up-to-date about the services that the Cowell Room has.

Semistructured questions (Type B: stimulus-structured, response free)

3. How do you feel about the Science Library collection?

Students believed that different universities put an emphasis on different majors. They believe that some journals are more essential for certain majors. That is the reason why some journals can only be found at certain campuses. This is why some journals can be found at the UCSF campus but not here at UCSC.

When students retrieve journal articles electronically, some graphics do not print well.

Books that have been checked out by students, staff or faculty members can never be available for other students because the borrowers tend to keep them for a long time. Since graduate students, staff and faculty members can keep the books for a year, there should be a way for students to contact people who keep the books.

Although there is a recall service for materials that have been checked out, it is not efficient enough, especially for journals. Both the students and the staff should keep check on what they have requested through the recall service and how efficient the service is.

Students hope that the current journals can be checked out for at least a day or so, rather than only being available in the library.

Someone suggested that it would be more efficient if the library sent out email notices to remind students to return their books. Usually by the time students receive the notice through regular mail, the date is very late.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

Students said that they believe that Melvyl is powerful, but they need more direction in order to maximize its use. In short, the system could be more user-friendly.

5. How satisfied are you with our services such as:

Circulation/Reserves
ILL/Fax project
Reference Desk service
Consultation and Instructional Support etc.?

no answer

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

no answer

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?

The graduate students said they would appreciate it if they could have the permission to use the library outside of regular opening hours.

They hoped that the library could extend the hours on Fridays, which are the only weekdays that they can go and use the facilities. Also, Saturday hours are too short for graduate students.

8. What sources do you rely on in the Science Library?
no answer

9. How do you find the information you need in the Science Library?
no answer

10. What is your biggest concern in finding information?
Students wanted to have more computer terminals where they could check on the availability of books. It would be nice if they could check whether the books are in the stacks or circulating. (Right now, students have to go to the librarians and ask them to check it.)

11. How easy is it to find what you need in the Science Library?
no answer

12. Are there other services you would like the Science Library to offer?
Copying machines

Students were quite frustrated with the poor quality of the copying machines. They said that half of the machines in the copying room are down most of the time. A long line is very common in the copying room. Students feel that new machines are definitely needed.

Other concerns
The graduate students would like to have some private facilities which are particularly for them. For example: copying machines and study rooms for graduate students.

Students find that UCSC shares a common phenomena with other universities—the main library (McHenry) is too hot but the Science Library is always cold.

Students suggested having some volunteers to walk around the library and search for students who eat in the library. Some students found chips and crackers on the study tables. They believe that it is important to keep the library clean. One students borrowed a journal with food sticking two pages together, which he found quite annoying.

Time: May 9, 1994 2-3 p.m.
Room: Natural Sciences Annex 103
User Status: Graduate Students
Facilitator: Bill Proudfoot

Interview Summary

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?

Students said the architecture, location, and comfortable atmosphere were the most impressive features of the Science Library.

2. What stands out especially in the Cowell Room?

Students said the e-mail terminals in the Cowell Room are too old.

Semistructured questions (Type B: stimulus-structured, response free)

3. How do you feel about the Science Library collection?

Students said they find it difficult to search for missing items in the library. If they ask for help in searching for the missing items, it takes a long time for the feedback and most of the times, feedback is inadequate.

Students felt that many of the journals which they are most interested in are cross-disciplinary. They felt that both disciplines are not consulted when cuts are made. Chemistry and biology were the particular areas of concern.

Students find it hard to figure out journal abbreviations in indexes.

Many U.S.G.S. (United States Geologic Service) items are located at McHenry Library. Students think that those items should be placed in the Science Library instead.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

Students felt that it would be convenient if circulation information were available through Melvyl.

Students hoped that the Melvyl could have more integration in databases. (e.g. search for magazines, current collections, newspapers with one command).

Some students suggested having a Melvyl newsgroup for FAQ's and announcements.

Students need a list of Melvyl commands for more advanced searchers.

5. How satisfied are you with our services such as:

Circulation/Reserves
ILL/Fax project
Reference Desk service
Consultation and Instructional Support etc.?

Students wanted faster Interlibrary Loan Service. They would also prefer to have a particular journal, rather than an entire bound volume of the journal.

Students suggested having a grace period for overdues during Christmas vacation and other long vacations.

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

Students said they wished the librarians would not talk to each other when they are re-shelving the books because that makes the library noisy.

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?

Since students do not quit school during the summer, they said they hoped the library could have summer evening hours.

Students said they would appreciate it if the library could offer later hours, especially on Friday evenings.

Graduate students wondered if they could have the key to the library for after-hours access.

8. What sources do you rely on in the Science Library?

Students rely on the journals heavily. They hope that the library can at least let the students take the current journals out of the library building to make copies.

9. How do you find the information you need in the Science Library?

no answer

10. What is your biggest concern in finding information?

no answer

11. How easy is it to find what you need in the Science Library?

no answer

12. Are there other services you would like the Science Library to offer?

Students want to have more features on the copying machines. For example, color copying is needed, especially for some biology and chemistry journals.

Time: May 13, 94 11:30 a.m.-12:30 p.m.
Room: Natural Sciences Annex 103
User Status: International students (Undergraduate & Graduate)
Facilitator: Eliza Lau

Interview Summary

Unstructured questions (stimulus and response free)

1. What impresses you most in the Science Library?
Students said they liked the layout of the building. The space inside the library is comfortable. Also, the computer system for research is impressive.

2. What stands out especially in the Cowell Room?
Students said they only use the Cowell Room for e-mail.
Some students suggested having video tapes show in a separate room, instead of in the room with people who are using regular computers.

Semistructured questions (Type B: stimulus-structured, response free)

3. How do you feel about the Science Library collection?
Graduate students can keep borrowed books for a year, while an undergraduates can only keep them for two weeks. Students wondered if a whole year is too long for graduate students to keep books because other students may need them. Some undergraduate students thought that two weeks is too short a period, but others thought that two weeks was enough.
Some students suggested requiring students to give their telephone numbers when they apply for a library card. It is optional for students to do that right now. Some students thought that if writing down student information was a requirement, then when other students needed the materials, they could contact the borrowers. This would save a lot of trouble and maintain efficient library service.

4. You are used to printed sources (such as books, periodicals, indexes, abstracts, etc.) in the Science Library. Now these are gradually being replaced by electronic information resources (such as Melvyl, CD ROMS, Infoslug, etc.

a. How do you feel about this changing situation in general?

b. How do you feel about our electronic information resources such as:

Melvyl databases
Electronic reserves
CD ROM databases
and Infoslug, etc.?

Melvyl

Students wondered if the Melvyl system could show the circulation status of books. They felt that the system was difficult to use. A more user-friendly system might save a lot of time.

5. How satisfied are you with our services such as:

Circulation/Reserves
ILL/Fax project
Reference Desk service
Consultation and Instructional Support etc.?

Ill

Generally, students were pretty satisfied with the ILL system. Books usually show up in about a week.

Some students thought that the recall system is not efficient enough. Some thought that the penalty is not big enough to have any effect.

Fax Project

Students wondered why staff and faculty members have access to this service, but not students. They don't appreciate the library putting staff and faculty in the top priority. Graduate students seem to be the next priority, while the undergraduate students are lowest in the university's priority.

6. How satisfied are you with the assistance provided by the Science Library staff and reference librarians?

no answer

7. What do you think about the Science Library hours? What about the Science Library's reference hours and the Cowell Room hours?

Extended Friday hours and longer hours on Saturday are needed.

8. What sources do you rely on in the Science Library?

no answer

9. How do you find the information you need in the Science Library?

no answer

10. What is your biggest concern in finding information?

Call numbers

A few students thought that the call numbers are confusing.

11. How easy is it to find what you need in the Science Library?

no answer

12. Are there other services you would like the Science Library to offer?

Usually there are at least one or two machines down in each copy room. Also, some machines do even not accept copy cards. Students said they would like to have copying machines on each floor so that they don't have to go upstairs and downstairs all the time.

Students do not understand why some other copy places on campus are cheaper than the Science Library.

One student wanted to have a machine that makes transparencies.

Students wondered if it would be possible to have a computer system on each floor.